COLLEGE CATALOG 2018-2019

The provisions and requirements stated in this Catalog (and its electronic counter-part at catalog.etown.edu) are not to be regarded as an irrevocable contract between Elizabethtown College and the student. The College reserves the right to change any provision or requirement, rules, regulations, and procedures, whether published in this Catalog, the Student Handbook, or other official media.

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Table of Contents

Elizabethtown College 1

- President's Message
- How to Reach Us

Academics at Elizabethtown College 3

- Overview and Accreditations
- Mission
- Educational Philosophy
- Learning Goals
- The Qualities of Our Education
- History
- Our Campus

Admission to the College 8

- Admissions Guidelines
- The Application Process
- International Applicants
- Transfer Applicants
- Special Application Requirements
- Personal Interviews and Campus Visitations
- Advanced Placement
- Transfer of Dual Enrollment Credits
- Non-Degree Students
- Early-Admission Students

Tuition and Financial Aid 13

- Tuition and Fee Information
- Tuition Payment Policy
- Financial Aid
- Federal Financial Aid Requirements
- Institutional Refund Policy
- Return of Federal Student Aid

Student Life 19

- Dean of Students
- Athletics
- Campus Security
- Career Services
- Center for Student Involvement
- Center for Student Success
- Office of Office of Student Rights and Responsibilities
- Residence Life
- Student Wellness

Unique Centers of Learning 26

- Center for Global Understanding and Peacemaking
- Center for Community and Civic Engagement
- Young Center for Anabaptist and Pietist Studies

Center for Excellence in Teaching and Learning
Bowers Writers House
Degrees, Majors, and Minors 29
The Core Program and Signature Learning Experiences 32
Common Core
Areas of Understanding
Signature Learning Experiences
Additional Requirements
Elizabethtown College Honors, Momentum, and Prestigious Scholarships 38
Honors Admissions Process
Honors Participation Requirements
Momentum
Prestigious Scholarships
Alternative Study Options 42
Program Variations and Options
Study Abroad Programs
Washington Semester with American University
English Language Learning Program
Joint Degree Programs 48
School of Continuing and Professional Studies 50
Programs and Requirements
Biology 51
Business 76
Chemistry and Biochemistry 114
Communications 137
Computer Science 147
Education 158
Engineering and Physics 193
English 217
Fine and Performing Arts 236
Health and Wellness 290
History 293
Mathematical Sciences 303
Modern Languages 321
Occupational Therapy 341
Politics, Philosophy, and Legal Studies 352
Psychology 373
Religious Studies 382
Social Work 393
Sociology and Anthropology 399
Interdisciplinary Programs 410
Anabaptist and Pietist Studies Minor
Architectural Studies Minor

Arts Administration Minor
Asian Studies Minor
Cognitive Science Minor
Creative Writing Minor
Data Analytics Minor
Film Studies Minor
Forestry and Environmental Management Major
General Science (Major and Minor)
Graphic Design Minor
Human Services Minor
Individualized Major
Interfaith Leadership Studies (Major and Minor)
International Studies Minor
Peace and Conflict Studies Minor
Pre-Law Advisory Program
Social Studies Education Major
Women and Gender Studies Minor

Joint Degree Programs 442

Drexel University
Duke University
Lake Erie College of Osteopathic Medicine
Pennsylvania College of Health Sciences
Pennsylvania College of Optometry at Salus University
Pennsylvania State University College of Medicine
Philadelphia College of Osteopathic Medicine
Temple University's School of Dentistry
Thomas Jefferson University
West Virginia University School of Dentistry
Widener University

Academic Policies 462

The Academic Program
Registration
Class Absences
Withdrawal Policy
Grades and Quality Points
Final Examination Policy
Academic Standing
Academic Honors
Credit by Examination
Graduation
Graduate Program
Academic Judicial System
Grade Appeals

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Elizabethtown College, located in historic Lancaster County, Pennsylvania, is a selective, private, residential, co-educational institution. Elizabethtown offers 53 majors and 90+ minors and concentrations, which lead to degrees in liberal arts, fine and performing arts, science and engineering, business, health and social services, and education.

The College is accredited by the Middle States Association of Colleges and Schools. In addition, Elizabethtown has specialized accreditations from ABET; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association; the American Chemical Society Committee on Professional Training; the Accreditation Council for Business Schools and Programs; the Council on Social Work Education; the National Accrediting Agency for Clinical Laboratory Sciences; and the National Association of Schools of Music.

President's Message

For more than a century, Elizabethtown College has been transforming lives, helping our students explore and develop big ideas and attain their greatest possibilities for service and leadership.

At Elizabethtown, we commit to academic excellence, and we believe learning is most noble when used to benefit others. Our offerings, both in and out of the classroom, encourage students to consider life's most significant questions. By engaging with the deepest issues of meaning, purpose, values and ethics, our students come to see their lives as subjects for reflection and develop the tools to fashion a large purpose for themselves. Shaping Elizabethtown's educational experience are four key attributes:

- our relationship-centered learning community
- a strong international and cross-cultural perspective
- experiential learning opportunities that complement classroom instruction
- programs and experiences that prepare students for purposeful lives and meaningful work

Together, these attributes provide a framework for blending the historic goals of higher education with its contemporary realities, and they express central features of our institutional mission.

This Catalog bears witness to the impressive breadth and depth of our programs—all of which support our students as they find opportunities to become a bigger part of the world. I encourage you to look at our offerings and consider how you want to challenge yourself here at Elizabethtown.

Carl J. Strikwerda
President, Elizabethtown College

How to Reach Us

Mailing Address

Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022-2298

Questions about Admissions

Office of Admissions
(717) 361-1400
admissions@etown.edu
www.etown.edu/admissions

Questions about this Catalog

Office of Registration and Records
(717) 361-1409
regandrec@etown.edu
http://www.etown.edu/registration

Questions about Adult Education

Elizabethtown College School of Continuing and Professional Studies at the Edward R. Murphy Center
(717) 361-1411
www.etowndegrees.com

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Elizabethtown College complies with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and all other applicable federal, state, and local statutes, ordinances, and regulations. Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status in hiring and promotion in the administration of its educational policies, scholarship and loan programs, and athletic or other College-administered programs, except as such conditions may constitute bona fide occupational or assignment qualifications. Discriminatory acts of any kind are strictly forbidden. In keeping with the historical values of Elizabethtown College, the College endeavors to treat all employees with dignity, justice, and fairness.

Elizabethtown College was founded in 1899 by leaders of the Church of the Brethren. Today, the College is governed by an independent Board of Trustees and affirms a continuing covenantal relationship to the Church of the Brethren. Elizabethtown College is accredited by the Middle States Association of Colleges and Secondary Schools.

Academics at Elizabethtown College

Overview and Accreditations

Elizabethtown College is a selective, private, residential, co-educational college located on 220 acres in historic Lancaster County, Pennsylvania. The campus is near Harrisburg, Lancaster, and Philadelphia, each of which is rich with cultural, athletic, and social opportunities.

Elizabethtown offers 53 majors and 90+ minors and concentrations, which lead to degrees in liberal arts, fine and performing arts, science and engineering, business, health and social services, and education. This array of programs allows our students to prepare for a broad spectrum of graduate programs and careers. The College is accredited by the Middle States Association of Colleges and Schools. In addition, Elizabethtown has specialized accreditations from ABET; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association; the American Chemical Society Committee on Professional Training; the Accreditation Council for Business Schools and Programs; the Council on Social Work Education; the National Accrediting Agency for Clinical Laboratory Sciences; and the National Association of Schools of Music.

Currently, almost 1,900 full-time students are enrolled at the College. These men and women come from more than half of the states in this country and 20 other nations. Educating our students are 132 full-time faculty members whose qualifications, achievements and dedication are to be admired. In addition, 749 adult learners also are pursuing a degree through Elizabethtown College School of Continuing and Professional Studies at the Edward R. Murphy Center.

Mission

Molded by a commitment to educate for service, Elizabethtown College is a community of learners dedicated to educating students intellectually, socially, aesthetically, and ethically for lives of service and leadership as citizens of the world.

As a comprehensive institution, the College offers academic programs in the liberal arts, sciences, and professional studies. Combining classroom instruction with experiential learning, these programs advance independent thought, personal integrity, and social responsibility as the foundations for a life of learning.

Founded by members of the Church of the Brethren, the College believes that learning is most noble when used to benefit others and affirms the values of peace, nonviolence, human dignity, and social justice.

Educational Philosophy

Elizabethtown College engages students in a dynamic, integrated learning process that blends the liberal arts and professional studies. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation that involves intellectual, social, and personal growth.

The College is committed to educating the whole person within a relationship-centered learning community, where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning.

In seeking to "educate for service," Elizabethtown College believes that students can perform no greater service than they do when sharing knowledge and creativity with others. Opportunities to strengthen scholarship and leadership extend beyond the classroom, and students learn actively through practical experiences and civic engagement.

The impact of an Elizabethtown College education is long-lasting and far-reaching because it is deeply transformative. Students acquire new habits of mind and heart – some in the course of the undergraduate experience, others as students grow beyond college.

Learning Goals

At Elizabethtown College, students are inspired and challenged to:

- assume responsibility for their intellectual development, personal growth, and well-being. Students will learn to sharpen their curiosity and become aware of the capabilities, strategies, and resources needed to learn.
- reason, analyze, and engage in critical thinking. Students will make, systematically evaluate, and, if necessary, refute arguments and claims – their own and those of others.
- demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts, including writing, speaking, listening, and interpretation.
- understand the creative process and its role in human expression, and cultivate the ability to make informed aesthetic judgments.
- navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior.
- make reflective ethical decisions and act with integrity to seek just outcomes with relationships, communities, and society.
- apply and integrate different strands of learning and comprehend interconnections in the process of gaining knowledge and experience.
- identify and cultivate a sense of purpose that inspires a commitment to meaningful work in service to society.

The Qualities of Our Education

Our educational experience blends a high standard of scholarship with four signature attributes, which include commitments to educate our students in a relationship-centered learning community, foster in our students international and cross-cultural perspectives, complement classroom instruction with experiential-learning opportunities, and prepare our students for purposeful lives and meaningful work.

Relationship-Centered Learning

Our educational programs engage students in ways that capture their most profound attention, confront them with learning experiences that are compelling, and call out from them responses that reach beyond what even they thought possible. In this learning community, our faculty members and staff members demonstrate passion for their

subjects and for continued learning so our students see how compelling deep engagement is. Students receive personal attention, as all College employees commit to expressing sincere and genuine interest in the educational success of our students. Our College's classes deliberately are kept small to support our students' individual needs and challenge them to grow.

International and Cross-Cultural Perspectives

Elizabethtown offers a globalized curriculum and co-curriculum. Programs of study and development help students understand and effectively engage with other cultures and the globalization of life and work. Our staff includes faculty and staff members who are citizens of countries from around the world, who speak a multitude of languages, and who have had myriad study and residential experiences on other continents. Students study alongside classmates from other cultures. Additionally, they encounter our international world when they visit, study, or live in cities as diverse as Harrisburg, Philadelphia, London, Beijing and Quito.

Signature Learning Experiences

Elizabethtown College is committed to engaging its students in real-world learning opportunities that complement classroom learning and provide pathways to productive careers and lives beyond college. All Elizabethtown College students will complete at least two Signature Learning Experiences as part of their graduation requirements. In consultation with their academic advisor, students will select at least two of the following five Signature Learning Experiences: supervised research; community-based learning; cross-cultural experiences; internships, field experiences or practicums; and capstone experiences. More information can be found on The Core Program and Signature Learning Experiences.

Purposeful Life Work

In both the curriculum and co-curriculum, the College's educational program fosters an understanding of education for a life of purpose based on a holistic model of student development that integrates career development; reflection on vocation, meaning and life; and a commitment to civic engagement. As a result, graduates of Elizabethtown are prepared to make the world a better place. They do so, in part, by living in ways that reflect their individual commitments, respond to the needs of others, and value personal and ethical integrity.

Inclusive Excellence and Diversity

At Elizabethtown College the learning that takes place here happens inside and outside the classroom. Our students connect with and learn from faculty members and fellow students from all walks of life and cultures, domestic and international. Our College and members of our campus community thrive in this inclusive environment -- one that examines, recognizes and affirms the human dignity of everyone on our campus, regardless of race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, gender identity and expression, age, or national origin. The Office of Diversity supports this rich learning environment and connects with local, regional, and national organizations to strengthen diversity initiatives at the college. For more information, please visit www.etown.edu/offices/diversity.

History

Elizabethtown College was established by representatives of the Church of the Brethren on September 23, 1899. As outlined in our charter, the purpose of the College was "to give such harmonious development to the physical,

mental and moral powers of both sexes as will best fit them for the duties of life." On November 13, 1900, classes began for six students in the A. Heisey Building, located in downtown Elizabethtown, until Alpha Hall was completed later that year.

During the early years, the institution operated as an academy, offering a limited curriculum. In 1921, the Pennsylvania Department of Public Instruction accredited the College and authorized it to grant bachelor's degrees in the arts and sciences. In May 1948, Elizabethtown was accredited by the Middle States Association of Colleges and Schools.

Since the late 1940s, Elizabethtown has grown significantly – in our student and faculty population, in our academic and co-curricular offerings, and in the number and quality of our facilities.

Our Campus

To provide the superior classrooms and cutting-edge technology necessary to prepare our students for their future, the College has significantly enhanced our facilities over the past several years. Today, our campus is a beautiful marriage of stately 1900s architecture – symbolic of the College's century-old heritage – and state-of-the-art academic and co-curricular buildings.

Located at the heart of campus, the Baugher Student Center is the hub of student activity at Elizabethtown. With the Brossman Commons addition, the Center offers comprehensive academic and career support through its Center for Student Success. Students who wish to get involved with activities or religious life on campus can visit the Center for Student Involvement. Additionally, the facility includes our Tempest Theatre, home to the College's theatrical performances; the College Store; dining facilities; and an on-campus post office.

At the edge of campus sits Leffler Chapel and Performance Center, a beautiful venue for showcasing the talents of world-class performers and speakers hosted by Elizabethtown College. Highlighting the year are performances by the College's talented musical ensembles and the annual Ware Lecture on Peacemaking, which has presented speakers such as former hostage Terry Waite, Nobel Peace Prize winner F.W. de Klerk, and New York Times reporter and op-ed columnist Nicholas Kristof. Also, through our partnership with Gretna Music, Elizabethtown hosts performers of international renown.

The James B. Hoover Center for Business is home to the College's perennially strong business program. In these modern facilities, our business faculty members create a learning environment in which students gain the knowledge and experience necessary to handle real-world business issues with expertise and integrity. This building also houses the Elizabethtown College School of Continuing and Professional Studies, which provides a variety of programs for adult learners, and the High Center, which provides support to area family businesses.

The College's Masters Center for Science, Mathematics and Engineering provides the classrooms, modern laboratories, and research facilities essential for a 21st-century science education. It features state-of-the-art learning centers and facilities, including the Lyet Wing for Biological Sciences, the Masters Mineral Gallery and the Occupational Therapy Kid Zone.

The Jay Walk athletics complex features offices for the College's coaching staff and the Ira R. Herr Athletic Hall of Fame. The building highlights a collection of outstanding athletic facilities, including a softball field; an outdoor track and field facility; Wolf Field, our artificial turf surface for lacrosse and field hockey; and the Kevin Scott Boyd Memorial Stadium for baseball.

The Bowers Writers House at 840 College Hill Lane is a short walking distance from the campus. An interdisciplinary venue for presentation, performance, expression, and study, Bowers Writers House supports a

culture of creative curiosity and fosters a sense of excitement and enthusiasm for intellectual diversity. Bowers Writers House programs – from dramatic readings to interactive panels to musical performances – offer a dynamic variety of enjoyable and informative experiences.

Admission to the College

Admission Guidelines

The Elizabethtown College Office of Admissions seeks qualified students from a wide range of geographic, socioeconomic, ethnic, religious, and cultural backgrounds. While the ability to meet the challenges presented by Elizabethtown's curriculum is the primary consideration, all aspects of the applicant's profile can and will be considered.

Elizabethtown College emphasizes personal attention throughout the admissions process, and the Office of Admissions strives to assure the proper "fit" for both the College and the student. As such, Elizabethtown encourages applications from students who will contribute to and benefit from the College's academic, co-curricular, service, and cultural programs. Each application is carefully reviewed to determine the student's seriousness of scholarship, range of talents, and depth of character using the following guidelines:

Applicants must graduate from an accredited secondary school or a state Department of Education-approved program with at least four years of English, three years of mathematics, and two years each of laboratory sciences, social studies, and foreign languages.

Accompanying recommendations from a school guidance counselor and an academic course teacher must attest to the academic ability, potential, and personal character of the applicant.

Unless they qualify for the Standardized Testing Waiver, applicants must submit the results of standardized tests such as the Scholastic Aptitude Test (SAT) of the College Board or the American College Testing (ACT) Assessment to provide a measure of aptitude for academic success in college work.

Students who rank in the top 10 percent of their high school class are able to waive their standardized test scores from Elizabethtown's review for admission and merit-based scholarship consideration. If a student attends a high school that does not rank, a grade point average of 3.50 or better (on a 4.00 scale) will allow that student to waive his/her standardized test scores. Students applying to the Elizabethtown College Honors Program must submit their standardized test scores to be considered for admission to the Honors Program.

The application form should include references to participation in activities, arts, service, athletics, and other interests beyond the classroom, as well as employment, which indicate the talents, leadership, and abilities the student will bring to the Elizabethtown community.

A writing sample – essay, personal statement, or graded paper – must be provided as an example of the student's ability to clearly communicate his or her thoughts.

A campus visit is strongly recommended.

An interview is required for students applying to the Elizabethtown College Honors Program, Law Early Admission Program, and the occupational therapy program and is strongly recommended for all other applicants.

The following lists provide some insight into what Elizabethtown considers in the areas of academic, co-curricular and social fit:

Academic	**Co-Curricular**	**Social**
Strength of curriculum	Athletic ability	Integrity
SAT/ACT scores	Musical ability	Persistence

Grade point average	Dramatic ability	Seriousness of attitude
Rank in class	Service and leadership	Appreciation for the College
Letters of recommendation	Work experience	Interest in Elizabethtown
Academic awards/honors	Activity involvement	Work ethic

Requests for applications and other information regarding admissions should be directed to:

Office of Admissions
Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022-2298
(717) 361-1400
admissions@etown.edu
www.etown.edu

The Application Process

Elizabethtown College admits students on a "rolling" basis with an application deadline of April 1. Most prospective students apply before January of their senior year. The Office of Admissions begins to notify students of acceptance decisions – usually beginning in mid-September – and continues to admit students until late spring. Students who are offered admission to the College must respond to the offer by May 1 for the following fall semester.

An application is considered complete when the following items are submitted for review:

College Application. The use of the Common Application is encouraged and can be accessed on the College website (www.etown.edu). An Elizabethtown College application is also available on the College website as an alternative. The application fee is waived.

School Report and Recommendations. Applicants should notify the appropriate high school office and direct them to complete the School Report and Recommendations. Additionally, one teacher must complete a letter of recommendation on behalf of the applicant. Applicants may submit additional recommendations from other individuals who know him/her well, such as a coach, musical director, clergy member, or employer.

Official High School Transcript. All applicants must submit an official high school transcript.

Standardized Testing Results. Unless they qualify for the Standardized Testing Waiver, applicants are required to submit scores from either the SAT I or ACT. Official scores should be sent directly to Elizabethtown College (SAT code #2225 and ACT code #3568). NOTE: If a student takes the SAT test multiple times, Elizabethtown College will combine the highest scores in each section from across the different test dates. This practice, commonly referred to as producing a "Superscore" reflects the student's best efforts.

Writing Sample. All applicants must submit an example of their writing by submitting an essay on one of the topics suggested in the application. Students may also choose to submit a personal statement.

International Applicants

In addition to the previously stated requirements, international applicants also must submit the following items:

The International Student Financial Aid Application. Contact the Office of Admissions to request this form.

International Student Certification of Finances Guidelines. Contact the Office of Admission to request this form.

Personal Statement. A 250-word personal statement discussing their choice to apply to Elizabethtown College.

Standardized Testing Results. The official results of the TOEFL, IELTS, or EIKEN.

Transfer Applicants

Transfer applicants in good social and academic standing at an accredited college, university or two-year institution are encouraged to apply. Transfer students are accepted for both the fall and spring semesters.

All transfer applicants must complete the Common Application for transfer students. In lieu of the school report, transfer applicants should submit the Transfer College Report and a letter of recommendation from a professor, teacher, or employer. Additionally, all transfer applicants must submit a high school transcript and official transcripts from all previous college work.

All potential transfer credits – up to 64 from a two-year institution and up to 84 credits from a four-year institution – are evaluated by the Office of Registration and Records to determine how the credits will transfer to Elizabethtown College.

Special Application Requirements

Because of limited and selective enrollment opportunities, applicants to some of Elizabethtown's programs are encouraged to submit an application earlier than the normal deadline of March 1. Those programs, with their suggested application deadlines, are as follows:

Occupational Therapy Program	December 15
Pre-Med Primary Care Program	December 15
Doctor of Physical Therapy Program	December 15
Law Early Admission Program	December 15
Master of Science in Molecular Biology Program	December 15
Elizabethtown College Honors Program	January 15

Students considering a degree in music, music therapy, or music education must complete an audition and are encouraged to contact the Department of Fine and Performing Arts at (717) 361-1212 to learn more. Audition forms are available online through the Department's website (www.etown.edu/FAPA).

Personal Interviews and Campus Visitations

A personal interview with a member of the Admissions staff is strongly encouraged for all prospective students. It is suggested that prospective students plan to interview prior to January 1 of their senior year. Campus interviews and tours are available throughout the year. The interview typically lasts between 45 minutes and one hour, and the tour can take place prior to or immediately following the interview. Individual appointments are scheduled between 9 a.m. and 3 p.m., Monday through Friday. Morning appointments also are available on select Saturdays in the fall

and spring. Simply contact the Office of Admissions at (717) 361-1400 or visite the website at www.etown.edu/visit to schedule a campus visit.

Many on-campus programs are available throughout the year. Contact the Office of Admissions or visit the College's website (www.etown.edu/visit) for the dates of Open Houses and other specialized on-campus programs.

Advanced Placement

Elizabethtown College participates in the Advanced Placement (AP) program of the College Board. Depending upon approval of the Department concerned, the College grants advanced placement credit to students who score four or better on the College Board's AP examinations. Please visit the Office of Registration and Records website at www.etown.edu/registration for our current AP credit policy. Credit through the International Baccalaureate Program may be granted for scores of five or higher on the higher-level examinations, depending upon the Department concerned. (See Academic Policies for more information.)

Transfer of Dual Enrollment Credits

Dual Enrollment refers to the practice of a student being enrolled at two schools simultaneously, as may occur when an advanced high school student registers to take a course from a college or university. Elizabethtown College has adopted specific rules to define the conditions under which this type of course may transfer to Elizabethtown College. Students can transfer courses from accredited institutions that are judged by the Registrar and the appropriate Department (in the case of courses for a major/minor) to be high quality, involve active delivery methods (ongoing exchange of ideas with an instructor), and are consistent with the mission and program goals of Elizabethtown College. No online courses that are independent study or correspondence can be transferred. It is recommended that students request the credit-granting institution include a cover letter with their transcript verifying the course completed adheres to our policy for the Transfer of Dual Enrollment Credits.

For further information, see www.etown.edu/registration/registration-records.

Non-Degree Students

Students who are not candidates for a degree but who wish to enroll in one or more courses should complete the College's application for admission. Non-degree applicants should arrange for an admissions interview to discuss course selection and special application requirements.

Early-Admission Students

Superior high school students may accelerate their higher education by beginning their college work immediately after completion of their junior year. Students who are admitted enter the College as a regular first-year student. When they successfully complete their first year, they receive their high school diploma in addition to the college credits earned. This program has the cooperation and support of the Pennsylvania Department of Education.

In addition to the fundamental requirement that early-admission applicants must have completed their 11th year in an accredited curriculum, they must exhibit the mental ability, scholastic achievement, social maturity, and personal motivation to adjust to the academic and co-curricular programs of the College. Following enrollment, early-admission students receive close academic advising by selected faculty members.

Early admission to Elizabethtown College after careful, individualized screening is based on the following:

Class Rank and Academic Aptitude. To be considered, students must rank among the top of their high school class and achieve a superior result in the SAT.

Recommendations. Written by the student's high school principal, guidance counselor, and teachers, recommendations must indicate the student's suitability for early admission.

Parental, High School and Elizabethtown College Support. The written approval of the student's parents, high school principal, and guidance counselor is mandatory before acceptance. Included in the approval is the assurance of a high school diploma upon successful completion of the first year at Elizabethtown. The selection process also requires an interview with the Office of Admissions.

Tuition and Financial Aid

Elizabethtown College offers students an excellent and affordable educational experience. Not only is Elizabethtown one of the top-rated colleges in the North, we also are rated as one of the region's best values.

We understand, though, that students and their families may have some difficulty meeting the full cost of a college education without some assistance. For all who are accepted, Elizabethtown helps to make private education affordable through merit-based scholarships and need-based financial aid.

97% of our students receive some financial assistance. Scholarships – which could be as much as one-half of the total cost of tuition – are awarded to more than half of our incoming first-year students based on their academic and co-curricular achievement. Additionally, every current and prospective student is assigned a personal financial aid counselor who will work with that student and his or her family to determine ability to qualify for need-based financial aid from the College and from state and federal agencies.

Tuition and Fee Information – 2018-2019

Full-time students – those who are taking 12 to 18 credit-hours per semester will pay a comprehensive annual fee. Students who take fewer than 12 credit-hours are considered part time and will pay per credit-hour based on the type of course in which they are enrolled. Course credits, internships, directed and independent studies, tutorials, audit courses, and private music lessons are combined to determine the student's status as part time, full time, or full time with overload (for those who are taking credits in excess of 18 per semester).

Full-Time Students

Comprehensive Fees

	Annual Rate	Resident	Independent Living Units	Commuter/ Off-Campus
Tuition	$46,940	X	X	X
Room – Traditional	$5,630	X		
Room – Ind. Living Unit	$6,610		X	
Board	$5,740	X		
Comprehensive Fee		$58,310	$53,550	$46,940

Elizabethtown College's full-time students have access to campus facilities and programs. Included in the comprehensive fee is the use of the High Library, Baugher Student Center, Body Shop, gymnasium, and athletic fields. Full-time students also receive free admission to all regular season, on-campus athletic events, and most cultural activities offered by the College. Additionally, they receive a subscription to the Etownian, the student-run newspaper.

Partial meal plans are available to students residing in Independent Living Units and to non-residential students for an additional cost. Please contact the Business Office at (717) 361-1417 for details.

Other Fees

By May 1, all applicants must send a non-refundable deposit of $300 to the Office of Admissions. This deposit will be held as a security deposit. All full-time students are required to maintain a $300 security deposit on account.

Full-time students may carry up to 18 credits per semester. A cumulative grade point average of 3.20 is required to carry more than 18 credits, with the maximum allowed credit load being 20 credits. The excess credit(s) will be invoiced at the current part-time, daytime course rate of $1,140 per credit-hour.

Part-Time Students

Daytime Courses

Tuition per credit-hour	$1,140
Audit per credit-hour in excess of 18	$380

2018-2019 SCPS Evening and Summer Courses

Tuition per credit-hour	$555
MBA tuition per credit-hour	$695
Audit per credit-hour	$185

All Students – Miscellaneous Charges

Challenge Testing

For Credit	$570
For Credit, test fee	$120
For Placement/Waiver	$ 85

In addition, 50 percent of the appropriate part-time tuition rate in effect at the time the test is administered is charged for academic credits awarded as a result of performance on the challenge tests.

Administrative Fee

Affiliated Approved Off-Campus Study/Semester	$500
Non-Affiliated Approved Off-Campus Study/Semester	$1,000
Late Fee	$50

Late fees are assessed for occurrences such as late registration, late course changes and late payment of fees. For additional details, please see the information on Tuition Payment Policy.

Surcharges

Tutorial – per credit-hour	$150
Private music lessons – per half-hour lesson	$440

Transcripts	Free-of-Charge

No transcripts of records will be furnished to anyone whose account is not paid in full.

Drexel Program	$52,060

Tuition Payment Policy

All charges are due on or before the due date for each semester. Checks should be made payable to Elizabethtown College.

Full-time students are sent a bill in July and December for one-half of the annual comprehensive fee. All confirmed financial aid is listed on the bill. Students should compare the bill with their latest financial aid award letter and deduct from their bill any aid not listed, excluding Federal Work-Study (FWS).

Elizabethtown College does not accept direct monthly installments or deferred payments for tuition. However, certain third-party tuition plans are accepted. For more information, please contact the Financial Aid Office at (717) 361-1404 or the Business Office at (717) 361-1417.

All amounts not received by the due date are subject to a one-time late payment fee of $50 and monthly interest at a rate of 1.5 percent per month, which is 18 percent per year. Loan funds – such as Federal Direct Stafford Loans, Federal Direct PLUS Loans, private loans, etc. – or any other sources of financial aid not received by the due date also are subject to a late charge and interest. In order to help ensure timely receipt, all loans should be applied for prior to July 1.

Financial Aid

Elizabethtown College's Financial Aid Office assists enrolled and prospective students in finding the financial means to allow them to fully participate in the educational experience at Elizabethtown College. Services include providing information on institutional, federal, state and private aid options, budgeting, debt management, and financial aid counseling. The office is open from 8 a.m. until 4:30 p.m., Monday through Friday and located in Zug Memorial Hall, room 208.

Students interested in need-based financial aid from the College must complete the Free Application for Federal Student Aid (FAFSA). It is strongly recommended that students complete the FAFSA electronically at www.fafsa.ed.gov. Elizabethtown College's Title IV code is 003262 no later than March 15.

All applicants are considered for merit-based scholarships during the admissions application review. Some of these scholarships include endowed scholarships and gifts that are available to Elizabethtown students through the generosity of the College's alumni and friends. Notification of these scholarships follows the offer of admission, but precedes any need-based awards.

For more detailed information regarding Elizabethtown College's financial aid programs, individuals may visit the Financial Aid website at www.etown.edu/FinancialAid or by contacting us at:

Financial Aid Office
Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022-2298
(717) 361-1404
finaid@etown.edu

Federal Financial Aid Requirements

We Have a Right to Ask

All information requested by the Financial Aid Office is authorized by law. The legal right to ask applicants to provide their social security number is based on Section 7(a)(2) of the Privacy Act of 1974 (P.L. 93-579).

All applicants for financial aid at Elizabethtown College are advised that disclosure of their social security number is required as a condition of participation in federal, state, and institutional financial aid programs. The applicant's social security number is used in conjunction with the College identification number to identify the applicant's financial aid application and account at Elizabethtown.

The legal right to ask for all other information is based on sections of the law that authorize the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), FWS, Federal Perkins Loan, and Federal Direct Stafford Loan programs. These include sections 411, 413B, 443, 464, 425, 428, and 482 of the Higher Education Act of 1965, as amended. Any information submitted is subject to verification. If applicants do not supply proof when asked, they will not receive financial aid.

Referral of Fraud

Cases of suspected fraud on the part of a Title IV aid applicant involving information relevant to a student's eligibility or amount of assistance will be referred to the U.S. Department of Education. The following circumstances are indicative of possible fraud when the aid administrator can find no other legitimate reason for the discrepancy: 1) false claims of independent student status, 2) false claims of citizenship, 3) use of false identities, 4) forgery of signatures or certifications, and 5) false statements of income. Any referrals made to a local or state law enforcement agency also will be reported to the Office of Inspector General within the U.S. Department of Education.

Viewing an Application File

If students think that an error in their financial aid package stems from information in their file in the Financial Aid Office, they may review their file at any time, according to the Family Rights and Privacy Act of 1974. To see a file, students should call the Financial Aid Office.

The Financial Aid Office treats each student's file with sensitivity and utmost confidentiality. The financial information in these files is released only to those who have contributed to it, i.e., the student and, if he or she is a dependent, his or her parents. Students must give written and signed permission before the College will release information from their file to a third party. All students should keep copies of their tax returns, if submitted, as the College's copies cannot be returned.

Institutional Refund Policy

If enrolled students choose to leave the College, they must give written notice of withdrawal to Counseling Services. The effective date of withdrawal for calculating refunds is the date of acceptance by Counseling Services. Refunds must be requested in writing.

Failure to provide notice of withdrawal will result in an unofficial withdrawal. Refunds and transcripts will be withheld by the College until an official withdrawal has been obtained.

If the withdrawal occurs within the three weeks prior to registration, a resident student is liable for a $150 room penalty in addition to his or her deposit.

If a student withdraws or changes credit-hours and/or room-and-board status after the beginning of the semester, the student is obligated to pay the actual room and board used to the date of withdrawal plus 25 percent of the unused room-and-board charges. Tuition refunds are calculated as follows:

Withdrawal in first week of classes	75 percent
Withdrawal in second through third week of classes	50 percent
Withdrawal in fourth week of classes	25 percent
Withdrawal at the beginning of fifth week of classes	0 percent

Refunds of tuition and room-and-board charges for a withdrawal due to medical reasons are prorated to the date of withdrawal. A student who is absent from the College because of sickness or other reason and who retains a place in class must pay in full during the absence.

Students who are dismissed or suspended from the College are refunded tuition charges according to the standard policy. Board charges are prorated to the date of dismissal or suspension and a 25-percent surcharge of the unused board is assessed. No room refunds are granted under these circumstances.

Return of Federal Student Aid

Under HEA98 Public Law 105-244, the Department of Education stipulates the way funds paid toward a student's education are to be handled when a recipient of funds from the Student Financial Aid (SFA) Program withdraws from school.

A statutory schedule based on the period the student was in attendance is used to determine the amount of SFA Program funds a student has earned when he or she ceases attendance. Up through the 60-percent point in each payment period or period of enrollment, a pro rata schedule is used to determine how much of the SFA Program funding the student has earned at the time of withdrawal. After the 60-percent point in the payment period or period of enrollment, a student has earned 100 percent of the SFA Program funds.

In general, the amendments require that if a recipient of SFA Program assistance withdraws from school during a payment period or period of enrollment in which the recipient began attendance, the school must calculate the amount of SFA Program assistance the student did not earn and return those funds.

The percentage earned is one of the following:

If the date of student withdrawal occurs on or before the student completed 60 percent of the payment period or period of enrollment, the percentage earned is equal to the percentage of the payment period or period of enrollment that was completed.

If the date of student withdrawal occurs after the student completed more than 60 percent of the payment period or period of enrollment, the percentage earned is 100 percent.

The percentage and amount not earned is the complement of the percentage of SFA Program assistance earned multiplied by the total amount of SFA assistance that was disbursed and that could have been disbursed to the student or on the student's behalf for the payment period or period of enrollment as of the day the student withdrew.

For credit-hour institutions, the percentage of the payment period or period of enrollment completed is the total number of calendar days in the payment period or period of enrollment for which the assistance is awarded divided into the number of calendar days completed in that period as of the day the student withdrew.

If the student receives less SFA Program assistance than the amount earned, the school must comply with the procedures for late disbursement specified by the department in regulations. If the student receives more SFA Program assistance than the amount earned, the school and/or the student must return the unearned funds as required and in the order specified.

The school must return the lesser of: 1) the amount of SFA Program funds that the student does not earn or 2) the amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

The student – or parent, if a Federal Direct PLUS Loan – must return or repay, as appropriate, the remaining unearned SFA Program grant and loan funds. However, a student is not required to return 50 percent of the grant assistance that he or she receives and is obligated to pay.

The student – or parent, if a Federal Direct PLUS Loan – must return the unearned funds for which he or she is responsible to the loan program in accordance with the terms of the loan and to grant programs as an overpayment. Grant overpayments are subject to repayment arrangements satisfactory to the school or overpayment collection procedures prescribed by the Secretary of the Department of Education. SFA Program funds for the payment period or period of enrollment for which a return of funds is required must be returned in the following order: 1) unsubsidized Federal Direct Stafford Loans, 2) subsidized Federal Direct Stafford Loans, 3) Federal Perkins Loans, 4) Federal Direct PLUS Loans, 5) Federal Pell Grants, 6) Federal SEOGs, and 7) other assistance under Title IV regulations.

Student Life

Division of Student Life

Elizabethtown College recognizes that learning and achievement extend beyond the classroom.

The Division of Student Life provides students with the opportunity to make connections with campus resources, to develop necessary skills for success, and to productively join in college life. Elizabethtown offers comprehensive co-curricular programs and services that supports our students' growth and development and enriches their college experience.

Vice President of Student Life

Elizabethtown's Vice President of Student Life serves as the senior student affairs administrator and the primary advocate for our students. The Vice President, together with the Student Life staff, works with students and faculty to shape the living and learning environment and enhance the quality of life for all students.

For more information, please visit www.etown.edu/offices/dean-of-students.

Athletics

Elizabethtown College proudly sponsors one of the top NCAA Division III intercollegiate athletic programs in the nation. Enjoying an 89-year tradition of success, the College's 24-team, 13-sport varsity program operates within the principles and rules of the NCAA and the Landmark Conference's philosophy of amateur student-athlete participation. Our exceptional coaching staff believes in the importance of integrating our students' academic and athletic experiences.

All Elizabethtown students receive free admission to home contests. The entire campus community joins in cheering on our Blue Jays to victory.

For more information, please visit www.etownbluejays.com.

Campus Security

The Department of Campus Security is a multi-service agency that provides safety, security, fire prevention, crime prevention, and emergency management on the Elizabethtown College campus 24 hours a day, seven days a week, 365 days a year.

Campus Security staff are non-sworn personnel. Campus Security additionally employs a contingent of student patrol officers or SPO's, who supplement Campus Security operations by performing basic security functions including foot patrol, escorts, building checks, and special event security. The department works closely and cooperatively with federal, state, and local agencies, as well as all on-campus offices, regarding problems of mutual concern. Campus Security also serves a variety of other functions including responding to all medical emergencies, alarms, parking enforcement, access control, and providing information to college guests and visitors.

The Campus Security office is located at 605 South Mount Joy Street, directly across from the Office of Residence Life. For more information, please visit www.etown.edu/offices/security.

Career Services

Career Services assists students with all aspects of the career development process, from choosing a career, to selecting a major, and implementing their post-graduate plans. Students are encouraged to connect in their first year with Career Services to develop goals that will integrate their passions, skills, and values as they pursue curricular and co-curricular activities.

Signature programs include:

Career Pathway courses provide students with the opportunity to engage in 1-credit classes designed according to their year of study. Topics include exploring career options, mapping your career plan, developing professional skills, and implementing your post-graduate plans.

Job Shadow Days enable students to experience "a day in the life of" a professional related to their field of interest. Students have the opportunity to reflect on their interests and gain an insider's perspective of a possible career option.

Wings of Success Internship Program coaches students through the internship search and supports a student's development of skills such as teamwork, written communication, time and project management, problem solving, and relating to a supervisor.

P.O.S.T. (Program on Senior Transitions) helps seniors to move from life as a student to learning practical skills needed after graduation including developing a budget, student loans, renting, understanding employer benefits, and networking.

Networking and Employer Connections help students reach their career goals. These connections are facilitated through career fairs, on-campus recruiting, employer site visits, networking sessions, and the use of Handshake (our online job posting system).

For more information, please visit www.etown.edu/offices/career.

Center for Student Involvement

The Center for Student Involvement is a crossroads space for the many leadership, service, civic, governing, wellness, international, religious, cultural, club/group, entertainment, and fun activities at Elizabethtown College. In the CSI space, you will find Called to Lead, Community & Civic Engagement, Chaplain's Office, Club & Group Lockers, International Student Services, Peer Mentors, Purposeful Life Pathways, Strengths Education and Coaching, Student Activities (OSA), Student Senate, Student Wellness, and The Well.

Office of the Chaplain and Religious Life

The Office of the Chaplain and Director of Religious Life strives to create a vital and vibrant atmosphere for spiritual growth and religious exploration. Each year, the Office sponsors Soul Cafe, Interdenominational Christian Worship, interfaith prayer services, the Labyrinth Experience, Fake Fireplace, Real Conversation, and a spring break Civil Rights Interfaith Leadership & Service Trip. Religious Life on campus also includes many active student groups, as well as a number of ministries from various denominations and organizations, including Catholic Campus Ministry, Campus Crusade for Christ, Hillel Club, the Humanist Alliance, InterVarsity Christian Fellowship, Muslim Students and Friends, and Newman Club. The Chaplain and Assistant Chaplain are available to students for

spiritual mentoring, pastoral care, and vocational exploration. For more information, please visit www.etown.edu/offices/chaplain.

Called to Lead Program

The overall mission of Called to Lead is to empower students, faculty, and staff to clarify vocational calling and discover individual leadership strengths that will allow them to practice visionary servant leadership in support of the College's motto *Educate for Service.* In Called to Lead, students engage in faculty and staff led discussions, take innovative academic courses, work with personal mentors, embark on servant leadership trips, learn from their peers, lead campus organizations, and share in networking dinners. Students earn points throughout the program; points signify learning. Students who complete the program earn a certificate and recognition at commencement. Explore our website to find out more: www.etown.edu/programs/calledtolead.

Strengths Education

At Elizabethtown College, we believe that every single person has unique natural talents. Our goal is to help each person discover their strengths and unlock their potential. We begin by utilizing the Clifton Strengths inventory, backed by 50 years of research and developed by Gallup. Students have the opportunity to complete this online inventory, which returns their top 5 themes of talent, and engage in educational opportunities to learn how to utilize their strengths to succeed.

Office of Student Activities

The Office of Student Activities (OSA) is comprised of a student leadership team and many student staff who plan and coordinate various social programs, campus traditions, off-campus trips, a bike-share program, and intramurals for the campus community.

For more information, please visit www.etown.edu/offices/osa.

Center for Student Success

The Center for Student Success provides comprehensive academic support services to Elizabethtown College students. The Center is comprised of distinct, yet integrated, service areas, including Academic Advising, Disability Services, Learning Zone, Writing Wing, and International Student Services. Additionally, the Center's Director chairs the Campus Wellness Network.

For more information, please visit www.etown.edu/offices/student-success.

Academic Advising

Academic Advising guides students in the development of meaningful educational plans that are compatible with their life goals. This program supports and complements the faculty advising system on campus, and is available to all students at Elizabethtown College.

First-year students are assigned a faculty advisor, who also is their First-Year Seminar instructor. In their second semester, first-year students may declare a major and, if they do, will be assigned a faculty advisor from the department of their chosen major. Exploring students remain with their first-year advisor for another semester, and thereafter will be assigned to one of our professional advisors from Academic Advising until they declare a major.

Additionally, our students benefit from support and guidance from trained peer mentors, peer academic advisors, resident assistants, and Student Life professionals.

We strive to support students who are experiencing difficulty when that academic advice is the most productive – early and while there is still an opportunity to resolve it with a successful outcome. This office coordinates the use of Starfish Alert and Connect software system. This early-warning system provides intervention, referral and support. Additionally, Academic Advising provides support to all students at the College who are placed on academic probation.

The Director of Academic Advising or designee may conduct academic progress checks by contacting faculty to determine a student's current academic standing, attendance, participation, and observable behavior in courses for the purpose of follow-up, support, or intervention.

The Director of Academic Advising or designee may notify faculty and staff when a student is unable to attend classes due to brief illness, hospitalization, death of a loved one, or other personal circumstances. The notification is to facilitate communication only and does not supersede individual course attendance policies. The student will be responsible for contacting faculty to discuss missed work. The student or family member may call (717) 361-1415 for more information. For more information regarding a Leave of Absence or withdrawal from the College, see **Academic Policies**.

Disability Services

Elizabethtown College is committed to providing equal access to all of its courses, programs and services for qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

The Office of Disability Services requires documentation from the treating health care provider about a student's condition in order to establish the presence of a disability, gain an understanding of how the disability affects the student's ability to function in a college setting, and make informed decisions about reasonable accommodations and adjustments. All requests for academic adjustments and accommodations are reviewed by the Director of Disability Services.

For further clarification about policies for students with disabilities or for information about the College's disability policy grievance procedures, please contact Lynne Davies, Director of Disability Services, at (717) 361-1227.

For more information, please visit www.etown.edu/offices/disability.

Learning Zone

The Learning Zone encourages all enrolled students to take advantage of peer tutoring and resources for college success. Professional staff members provide academic coaching to students and assistance with time management, test-taking preparation, and study strategies. Faculty-recommended students provide peer tutoring in writing and specific academic courses.

For more information, please visit www.etown.edu/offices/learning.

The Writing Wing

The Writing Wing can help all students improve their writing with the help of student tutors who are trained and updated on their skills by a faculty member who teaches writing at Elizabethtown, and who is a professional writer. Writing Wing tutors are friendly, and it's easy for students connect with them for an hour-long session. Many tutors are education or English majors, but there are also some from other majors. We emphasize a chain of events frequently called the writing process. It's not simply a proofreading service; instead, it's a learning service aimed at helping students become better writers. The Writing Wing also conducts workshops about all aspects of writing for faculty and students and can act as a resource about writing for anyone in the campus community.

To learn more about The Writing Wing, please visit www.etown.edu/offices/writing-wing, or to stop by and see us in the Baugher Student Center, second floor, in Learning Services.

Office of International Student Services

Elizabethtown College welcomes students each year from more than 25 countries who choose to study at Elizabethtown either as exchange students for a semester or year, or who pursue full degree programs. The Office of International Student Services (OISS) provides assistance and advice for these students and sponsors international co-curricular programs on campus. The Director of International Student Services serves the international student community by providing orientation and New International Student Seminar programs for new students, advising students about immigration and visa issues, and providing guidance about U.S. Citizenship and Immigration Services (USCIS) and Department of State regulations. The Director also advises students about employment, taxes, extracurricular programming, and supervises the International Leadership Team.

ISS 101 - New International Student Seminar - An Exploration of Elizabethtown College and Beyond
1.00 credit. This seminar is a requirement for all new international students during their first semester of study at Elizabethtown College. Students are registered for the seminar, which meets twice a week for the first six weeks of the semester and is structured around the following goals: to introduce new international students to the facilities, services and resources available at Elizabethtown College and in and around Lancaster County (i.e., PennDot, Social Security, etc.); to suggest strategies for understanding and adapting to undergraduate studies at Elizabethtown College; to encourage new international students to share their own culture with classmates and others while learning about U.S. and Elizabethtown College culture, values, customs, traditions and expectations; to create a community that is conducive to sharing new experiences and discoveries as well as raising questions, problems and concerns that may not be addressed elsewhere on campus. Graded Pass/No Pass. Register by Instructor.

For more information, please visit www.etown.edu/offices/international-students.

Campus Wellness Network

Elizabethtown College's Campus Wellness Network is an effective student support system that seeks to proactively identify and aid at-risk students. Composed of faculty and staff, the Campus Wellness Network bridges academic and co-curricular aspects of college life at Elizabethtown to take a more holistic approach to student success.

Any member of the campus community may refer to the Campus Wellness Network a student who he/she believes is experiencing difficulty in or out of the classroom. Once identified, the Network will formulate an appropriate course of intervention that will suggest choices and options that the at-risk student may not have recognized. Through interventions, students receive the support they need and learn valuable skills that benefit them not only during their college career, but also throughout their lives.

For more information, please visit www.etown.edu/offices/counseling/campus-wellness-network.

Office of Student Rights and Responsibilities

The Office of Student Rights and Responsibilities (SRR) holds the primary function of resolving alleged violations of the Student Code of Conduct, working collaboratively with community members, including the Vice President of Student Life, staff members of Residence Life, Campus Security, Athletics, the Center for Student Success, the Center for Student Involvement, and the Office of Diversity. The SRR office upholds practices of a facilitative and fair nature, respecting individual rights while balancing these with community integrity, honesty, civility, and safety. The SRR office is dedicated to enriching the social learning experiences of students, whether within the formal resolution process or by connecting students with mediation and restorative opportunities. The SRR office staff members take pride in their daily interactions with students, especially in their goal of educating students about the College's policies and procedures as well as the College's goals of living healthy, balanced, and ethically rich lives.

For more information, please visit www.etown.edu/offices/student-rights.

Residence Life

Elizabethtown College students are required to live in campus housing unless they are approved by the College to live off-campus. The College offers a variety of housing options, including traditional residence halls, town houses and apartments, and Student Directed Learning Communities (SDLC).

Sophomores, juniors and seniors have the option to apply to live in our SDLCs. Students participating in the SDLC program live in Brinser suites (sophomores) or houses along the perimeter of campus (juniors and seniors). While in the program, students commit to serving alongside a community partner while learning about current needs and issues facing our community.

Throughout the year, Residence Life staff members and student resident assistants create engaging programming and activities that enhance campus life and continue the educational experience outside of the classroom.

The Coordinator for Multicultural Affairs and Residential Communities works with the campus community to create and sustain an inclusive environment that examines, recognizes, and affirms the human dignity of all campus members. This includes, but is not limited to, race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, gender identity and expression, age, and national origin. The Coordinator works collaboratively with staff, faculty, students, and senior administrators to enhance diversity and inclusive excellence on campus, and plays a leadership role in planning programs on campus such as student training, guest lectures, workshops, and the Dr. Martin Luther King, Jr. Week.

For more information, please visit www.etown.edu/offices/residence-life.

Student Wellness

The office of Student Wellness provides services and programs to foster the physical, emotional, and psychological well-being and development of Elizabethtown College students in order to facilitate students' personal, social, and academic success. Student Wellness is comprised of three collaborative service areas (Student Health, Counseling Services, and Health Promotion), and uses a team and holistic approach to help students in a diversity-affirming environment.

For more information, please visit www.etown.edu/offices/wellness.

Student Health

Elizabethtown College, in collaboration with Penn State Health Milton S. Hershey Medical Center, provides comprehensive clinical health services for our students. Services are provided at the Penn State Medical Group Elizabethtown office located on Continental Drive within walking distance from campus.

Health insurance is required for all full-time Elizabethtown College students. The cost of the insurance is included in the fall comprehensive fee. Students who have comparable insurance and wish to be exempt from this requirement must complete an online waiver.

For the protection of the College community, all first-year full-time students are required to submit a health record, including proof of immunization against measles, mumps, rubella, hepatitis B, varicella, meningitis, and an updated tetanus booster.

For more information, please visit www.etown.edu/offices/health.

Counseling Services

Counseling Services provides a broad range of counseling and mental health support services that facilitate our students' personal, social, and academic development. Our licensed mental health professionals provide short-term individual counseling, group counseling, crisis intervention, consultation, and psychiatric services to currently enrolled students for no additional charge. Counseling services are provided in a confidential and diversity-affirming environment to help students address a variety of mental health, situational, and developmental concerns.

For more information, please visit www.etown.edu/offices/counseling.

Health Promotion

Health Promotion strives to promote a healthier campus community through prevention programs and educational activities. Our Student Wellness Advocates focus on the eight dimensions of wellness to assist students in achieving individual well-being by making health choices based on their developing values. Health Promotion also offers The WELL, a resource room located in the Baugher Student Center that provides free over-the-counter medications and wellness resources to students. In addition, Health Promotion oversees the Body Shop fitness center and E-fit fitness programs.

For more information, please visit www.etown.edu/offices/health-promotion.

Unique Centers of Learning

Overview

Five centers of learning at Elizabethtown College – the Center for Global Understanding and Peacemaking, the Center for Community and Civic Engagement, the Young Center for Anabaptist and Pietist Studies, the Center for Excellence in Teaching and Learning, and the Bowers Writers House – add depth and uniqueness to our academic program and broaden the institution's appeal to a wider audience.

The Center for Global Understanding and Peacemaking provides a variety of opportunities for our undergraduate and graduate students both in and out of the classroom, at home and abroad. The Center for Community and Civic Engagement creates civic engagement experiences to provide opportunities to more fully explore the meaning of our motto "Educate for Service" in today's increasingly global society. The Center for Excellence in Teaching and Learning is a resource center and educational forum for developing new modes of learning for our students. The Young Center peripherally touches our students through the speakers it hosts, the resources it brings to our classrooms, and the lectures it offers on our campus. The Bowers Writers House is an interdisciplinary venue for presentation, performance, expression and study.

Center for Global Understanding and Peacemaking

The Center for Global Understanding and Peacemaking advances curricular and co-curricular programs to enhance global understanding and non-violent conflict transformation. The Center also brings together three interdisciplinary programs, International Studies, Asian Studies, and Peace and Conflict Studies and is the home of the Ware Colloquium for Global Citizenship and Peacemaking, an endowed program that includes the Ware Lecture on Peacemaking and the Ware Seminars on Global Citizenship.

The Center creates opportunities for students, faculty, and staff to develop into global citizens who are knowledgeable about global issues, empathetic towards people of other cultures and nationalities, and committed to the values of peace, human dignity, and social justice.

The College's approach to global citizenship is distinctive, owing to our particular mission and heritage. In keeping with the Brethren faith of our founders, Elizabethtown's mission declares that "the College affirms the values of peace, nonviolence, human dignity, and social justice and seeks to make those values manifest in the global community," consistent with our motto to "Educate for Service." The Center's mission affirms the values of the College and frames international engagement as a commitment to peace, service, and cultural understanding.

Every year, the Center organizes a variety of trips, activities, lectures, and events to enable students to more fully explore the practice of and their commitment to peace. The Center's Peacemaker-in-Residence enhances programs on peace and mediation, and the Ambassador-in-Residence manages external and international partnerships. Since spring 2007, the Ware Lecture on Peacemaking has brought world leaders, including several Nobel Laureates, to campus to engage students, faculty, and staff on issues of global peace and justice.

For more information, please visit the Center for Global Understanding and Peacemaking website at www.etown.edu/centers/global.

Center for Community and Civic Engagement

The Center for Community and Civic Engagement (CCCE) provides opportunities for students, faculty, and staff to engage and deepen their involvement through service in local, national, and international contexts. The CCCE is the administrative home for much of the College's curricular and co-curricular service-related initiatives.

Community-Based Learning (CBL) is a core component of the College-wide Signature Learning Experience initiative. In CBL courses, students and faculty engage with dozens of community organizations on projects with mutual benefit through reciprocal relationships in the context of academic coursework. The CCCE facilitates, maintains, and evaluates these partnerships, and provides guidance about best practices in CBL pedagogy.

The CCCE sponsors a wide variety of co-curricular programs for students each year, including Community Service Work Study, ongoing volunteer, mentoring, and after-school programs (including the Moving Forward Together Program with the Milton Hershey School), and other service initiatives. Annual campus-wide events, such as the Into the Streets, provide opportunities for staff, faculty, and students to engage in direct service. Regular service trips are conducted in partnership with local, national, and international relief and development agencies. Across campus, there are frequent and focused service efforts of student clubs, organizations, and Student Directed Learning Communities.

The CCCE is also engaged in documenting and reporting on service and community engagement efforts from across the College. Elizabethtown College has been selected for the President's Higher Education Community Service Honor Roll -- recognizing the efforts our College community makes in building a culture of service and civic engagement -- every year that the designation has been available. In 2010, Elizabethtown College received the Carnegie Foundation for the Advancement of Teaching's Community Engagement Classification.

For more information, please visit the Center for Community and Civic Engagement website at www.etown.edu/centers/community-civic.

Young Center for Anabaptist and Pietist Studies

The Young Center for Anabaptist and Pietist Studies is an internationally recognized scholarly institute that fosters the research and interpretation of Anabaptist and Pietist groups. Integral to the academic life of Elizabethtown College, the Young Center connects the college to an international network of scholars who research Anabaptist and Pietist groups. The Center faculty members teach undergraduate courses related to Anabaptist and Pietist studies. The staff conducts research on the life, culture, and beliefs of Anabaptists and Pietists, primarily in the North American context. Interpretive programs open to the general public include evening lectures and seminars during the academic year, exhibits, and occasional conferences.

Located on Elizabethtown College's Lake Placida, the Young Center is named for Dr. Galen S Young, D.O., and Jessie M. Young and includes the Bucher Meetinghouse, named for long-time college trustee Rufus P. Bucher. The Young Center holds a unique collection of Amish-related publications and a small rare book collection related to Anabaptist and Pietist groups.

The Young Center brings visiting scholars to campus for a semester of research and writing in Anabaptist and Pietist studies by offering the Snowden Fellowship and the Kreider Fellowship. The Fellows present the Snoweden Fellow Lecture and the Kreider Fellow Lecture each year. A doctoral fellowship is also available for doctoral students who are researching or writing about topics related to Anabaptism and Pietism. Fellows come to the Young Center from diverse backgrounds from across the nation and around the world.

The Young Center works with Johns Hopkins University Press to publish Young Center Books in Anabaptist and Pietist Studies, a book series for which Scholar Steven M. Nolt serves as editor.

Each year the Center presents the Dale Brown Book Award for the book designated by a panel of independent judges as the best new book in Anabaptist or Pietist studies. The Center also sponsors the annual Durnbaugh Lectures, which feature a distinguished scholar who advances Anabaptist and Pietist studies.

For more information, please call (717) 361-1470 or visit the Young Center website at www.etown.edu/centers/young-center.

Center for Excellence in Teaching and Learning

The Center for Excellence in Teaching and Learning (CETL) at Elizabethtown College is located in Nicarry 114. CETL promotes interdisciplinary dialogue and collaboration focused on evidence-based pedagogies from the scholarship of teaching and learning that foster student academic engagement, advance the College's mission, and cultivate innovative teaching. The Center supports the integrated professional development of faculty, staff, and students by providing opportunities and resources applicable to all stages of the career trajectory. CETL examines local, state, and national teaching and learning trends and offers resources to support teaching, scholarship, and service related to such trends. The Center promotes the sharing of best practices in pedagogy, conducts workshops, offers individual, departmental, and programmatic consulting, and supports the activities of other College centers and programs. The biannual Teaching and Learning Linkletter recognizes teaching and learning achievements, student accomplishments, and features both internal and external resources. The Center also houses a library of teaching and learning resources and an Institutional Review Board Undergraduate Teaching Assistant who is available in CETL for consulting and class visitation to assist with the institutional review board application process.

For more information, please call (717) 361-1571, email cetl@etown.edu, or visit the Center for Excellence in Teaching and Learning website at www.etown.edu/centers/cetl.

Bowers Writers House

Since 2010, Bowers Writers House has offered an interdisciplinary variety of programming, involving scholars from all genres of study. In our first five years, we've hosted over 200 historians, mathematicians, musicians, genetic scientists, linguists, poets, actors, playwrights, and national and international activists and humanists. And in those three years of activity Bowers Writers House has seen over 250 events and over 1,500 visitors. We look forward to contributing to the on and off-campus communities of Elizabethtown College for years to come, including a variety of summer programming for 14-17 year olds.

Because written communication -- whether it be fiction, poetry, drama, essay, or nonfiction -- colors the way people visualize the world, each academic department at Elizabethtown College relies on effective writing to inform, educate, enlighten and entertain. Our College has a firm commitment to fostering effective writing and encouraging intellectual dialogue that crosses academic boundaries. Illustrative of this commitment is Elizabethtown College's creation of Bowers Writers House, designed to provide thought-provoking opportunities for the faculty, staff, and students from our 40+ majors as well as members of the Lancaster County community.

For more information, please call (717) 689-3945 or visit the Bowers Writers House website at www.etown.edu/centers/writershouse.

Degrees, Majors, and Minors

Degrees Offered

Elizabethtown College grants seven residence degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Education, Master of Public Policy, and Master of Science. Additional degrees are offered through the College's School of Continuing and Professional Studies.

No more than one bachelor's degree is ever awarded to an individual by Elizabethtown College; however, students may complete a second major, a minor, or teacher certification subsequent to graduation.

Bachelor Degree Majors

The College offers degrees in the following academic majors, within which a number of options are available.

- Accounting (B.S.)
- Actuarial Science (B.S.)
- Biochemistry (B.S.)
- Biology (B.S.)
- Biology Secondary Education (B.S.)
- Biotechnology (B.S.)
- Business Administration (B.S.)
- Business Data Science (B.S.)
- Chemistry (B.S.)
- Chemistry Laboratory Science (B.S.)
- Chemistry Secondary Education (B.S.)
- Communications (B.A.)
- Computer Engineering (B.S.)
- Criminal Justice (B.A.)
- Data Science (B.S.)
- Early Childhood Education (B.S.)
- Early Childhood Education with Special Education Certification (B.S.)
- Economics (B.A.)
- Elementary/Middle Level Education (B.S.)
- Engineering (B.S.)
- English (B.A.)
- English Secondary Education (B.A.)
- Environmental Science (B.S.)
- Finance (B.S.)
- Financial Economics (B.S.)
- Fine Arts (B.A.)
- Fine Arts Education (B.A.)
- French (B.A.)
- German (B.A.)
- Graphic Design (B.A.)
- Health Sciences (B.S.)
- History (B.A.)
- Individualized Major (B.A.)
- Information Systems (B.S.)
- Interfaith Leadership Studies (B.A.)
- International Business (B.S.)
- Japanese (B.A.)
- Legal Studies (B.A.)
- Marketing (B.S.)
- Mathematical Business (B.S.)
- Mathematics (B.S.)
- Mathematics - Secondary Education (B.S.)
- Music (B.A.)
- Music Education (B.M.)
- Music Therapy (B.M.)
- Philosophy (B.A.)
- Physics (B.S.)
- Physics Secondary Education (B.S.)
- Political Science (B.A.)
- Psychology (B.A.)
- Religious Studies (B.A.)
- Social Studies (B.S.)
- Social Work (B.S.W.)
- Sociology-Anthropology (B.A.)
- Spanish (B.A.)
- Spanish Education (B.A.)
- Theatre (B.A.)

Master's Degree Programs

The College offers the following master's degrees.

- Master of Education in Curriculum and Instruction in Peace Education (M.Ed.)
- Master of Education in Special Education (M.Ed.)
- Master of Public Policy (M.P.P.)
- Master of Science in Occupational Therapy (M.S.)

Joint Degree Programs

In Joint Degree Programs, students study at Elizabethtown College and at affiliated academic institutions or clinical facilities in the United States. The following programs are offered in conjunction with other academic institutions.

- Doctor of Dental Medicine/Baccalaureate 4+4 Program with Lake Erie College of Osteopathic Medicine
- Doctor of Dental Surgery/Baccalaureate 4+4 Program with West Virginia University School of Dentistry
- Doctor of Optometry/B.S. 3+4 Program with Pennsylvania College of Optometry at Salus University
- Doctor of Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine
- Doctor of Pharmaceutical/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine
- Doctor of Physical Therapy/B.S. 3+3 Program with Thomas Jefferson University
- Doctor of Physical Therapy/B.S. 3+3 Program with Widener University
- Law Early Admission Program (LEAP) with Drexel University Thomas R. Kline School of Law
- Law Early Admission Program (LEAP) with Duquesne University School of Law
- Law Early Admission Program (LEAP) with Widener University School of Law
- Master of Public Health Program with Penn State University College of Medicine
- Master of Science in Molecular Medicine/B.S. in Biotechnology 4+1 Program with Drexel University College of Medicine
- Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Biology)
- Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Chemistry/Biochemistry)
- Premedical Primary Care Program with Pennsylvania State University College of Medicine

Advising Program

Students may participate in the following specialized advising programs.

- Pre-Law Advising Program

Academic Minors

Students may elect to pursue an academic minor in addition to their major. Minors allow the student to acquire depth of knowledge in an area of secondary interest outside the major. The College offers the following minors:

- Anthropology Minor
- Architectural Studies Minor
- Arts Administration Minor
- Art History Minor

- Asian Studies Minor
- Biochemistry Minor
- Biology Minor
- Business Administration Minor
- Chemistry Minor
- Cognitive Science Minor
- Communications Minor
- Computer Science Minor
- Creative Writing Minor
- Data Analytics Minor
- Economics Minor
- English Literature Minor
- English Professional Writing Minor
- Family Business and Entrepreneurship Minor
- Film Studies Minor
- Finance minor
- French Minor
- General Science Minor
- German Minor
- Graphic Design Minor
- History Minor
- Human Services Minor
- Information Systems Minor
- Interfaith Leadership Studies Minor
- International Studies Minor
- Japanese Minor
- Mathematics Minor
- Music Minor
- Peace and Conflict Studies Minor
- Philosophy Minor
- Physics Minor
- Political Science Minor
- Psychology Minor
- Religious Studies Minor
- Sociology Minor
- Spanish Minor
- Studio Art Minor
- Technical Design Minor
- Theatre Minor
- Women and Gender Studies Minor

Certificate

- SAS Joint Certificate in Data Analytics
- TESOL (Teaching English as a Second or Other Language)

Endorsement

- Theatre Endorsement Program

The Core Program and Signature Learning Experiences

- Overview
- Common Core
- Areas of Understanding
- Signature Learning Experiences
- Additional Requirements and Policies

Overview

The Core Program supports the academic goals expressed in Elizabethtown College's mission statement. It has four major purposes: to provide a sense of mission and purpose to general education, to provide a foundation for successful study in liberal arts and professions, to integrate knowledge across the disciplines by engaging students in the study of the natural world and the human experience, and to develop habits of the mind that foster continued intellectual growth. The Core Program promotes truth, tenable judgments, and important ideas by assuring that a student has the opportunity to acquire significant knowledge and accepted methods of inquiry.

An important component of the Core Program is the First-Year Seminar. In addition, students enroll in 10 courses in eight Areas of Understanding. The thematic Areas of Understanding unite the Core Program into a cohesive offering, develop skills of self-education, and integrate knowledge across the disciplines. Any exceptions to Core requirements must be petitioned to the Academic Standing Committee.

The Core Check Sheet is available here.

Common Core

Students, who are entering the College for the first time and who are pursuing a bachelor's degree, must take a First-Year Seminar during their first semester. Transfer students who have completed fewer than 24 credits of course work at another college also are required to complete the First-Year Seminar.

Student Learning Outcomes for First-Year Seminar:

Students will be able to:

- Demonstrate an understanding of the academic expectations of college life.
- Demonstrate effective critical thinking skills.
- Communicate orally in an effective manner.
- Produce an appropriately researched, documented, and written academic paper.
- Relate opportunities for learning outside the classroom to academic courses, personal interests, and intended program of study.

FYS 100 - First-Year Seminar
4.00 credits. The First-Year Seminar provides an educational experience that is composed of several important components. First, it develops intellectual skills, such as critical analysis and synthesis, and communications skills, such as speaking and writing. Second, it broadens definitions of learning. The student is exposed to multiple ways of

acquiring information and knowledge. Third, the First-Year Seminar establishes the integration of knowledge. Using the instructor's major field of study as a foundation, this course promotes connections across disciplines. Students will also attend events outside of class such as talks, plays, concerts, art exhibits, and Student Life events. The First-Year Seminar is letter-graded. Register by Instructor.

Areas of Understanding

The Elizabethtown College Core Program consists of eight thematic Areas of Understanding (AU).

Power of Language (two courses)

Students are required to take one English-based course (Power of Language - English) and one Modern or Ancient Language Course (Power of Language - Other) to complete this Area of Understanding.

Courses in the English component of this AU emphasize the use of the English language in logic, rhetoric, and persuasive communication. Students learn to articulate ideas and critically evaluate arguments. Students may complete a writing-based English course (EN 100) or, for students who test accordingly, an advanced course (EN 150 or PH 110). Students placed in English 100 must successfully complete EN 100 for their Power of Language AU. Students who receive credit for EN 100 (including transfer or AP credit) cannot receive credit for EN 150. The Power of Language – English course must be taken during the students' first year or prior to the start of their second year.

Student Learning Outcomes for the Power of Language (English-based) AU:

Students will be able to:

- Construct logical and persuasive argument.
- Read carefully and critically.
- Analyze and synthesize new ideas.
- Explain how language affects thinking and conceptual development.

Courses in the Other component of the Power of Language AU allow students to start or continue the study of a Modern or Ancient Language. These courses come primarily from the Department of Modern Languages.

Student Learning Outcomes for the Power of Language (other) AU:

Students will be able to:

- Comprehend and/or produce the target language at the appropriate course level for the discipline.
- Demonstrate knowledge of corresponding culture(s) at the appropriate course level of the discipline.

Mathematics (one course)

This AU develops competency in quantitative reasoning and problem-solving skills. These courses come primarily from the Department of Mathematical and Computer Sciences.

Student Learning Outcomes for the Mathematics AU:

Students will be able to:

- Use inductive or deductive reasoning to formulate and evaluate arguments.

- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.

Creative Expression (one course or course equivalent)

Courses in this AU include analysis and interpretation of artistic works. Students focus on creation or performance within a particular artistic discipline. These courses come primarily from the Department of Fine and Performing Arts (Art, Music, Theatre, Dance) and the English department. Students can also use any combination of private music lessons or ensembles equaling 4 credits to satisfy this requirement.

Student Learning Outcomes for the Creative Expression AU:

Students will be able to:

- Examine concepts employed in the creation and analysis of like artworks.
- Develop and articulate informed aesthetic judgments.
- Create or perform artistic work representative of the discipline.
- Express the intrinsic value of an artistic medium.
- Define the ways in which creative art forms show and affirm human feelings, desires, experiences, and/or values.

Western Cultural Heritage (one course)

This AU introduces students to Western culture and history through the critical analysis of significant human endeavors in European societies and/or their global offshoots. Communities in Europe and the Americas typically (though not exclusively) fall into this category. The courses in this AU come primarily from the departments of English, History, Philosophy, Sociology/Anthropology, Religious Studies, Modern Languages, and Political Science.

Student Learning Outcomes for the Western Cultural Heritage AU:

Students will be able to:

- Demonstrate an understanding of the importance of a specific aspect of Western cultural heritage.
- Explain the historical context of the subject under study, illustrating the complexity of the past and its relationship to the contemporary world.
- Explain how knowledge can be subject to a variety of interpretations.
- Analyze primary and/or secondary sources.

Non-Western Cultural Heritage (one course)

This AU introduces students to Non-Western culture and history through the critical analysis of significant human endeavors in societies other than European ones and/or the global offshoots of European societies. Communities in Asia and the Pacific, Africa, and the Middle East typically (though not exclusively) fall into this category. The courses in this AU come primarily from the departments of English, History, Philosophy, Sociology/Anthropology, Religious Studies, Modern Languages, and Political Science.

Student Learning Outcomes for the Non-Western Cultural Heritage AU:

Students will be able to:

- Demonstrate an understanding of the importance of a specific aspect of non-Western cultural heritage.
- Explain the historical context of the subject under study, illustrating the complexity of the past and its relationship to the contemporary world.
- Explain how knowledge can be subject to a variety of interpretations.

Natural and Physical Sciences (two courses in different disciplines)

This AU explores the natural and physical world through discussion and discovery of major scientific concepts and theories. Students must complete two courses in different disciplines. At least one course must include a laboratory component, which emphasizes "the hands on" nature of science. These courses come primarily from the departments of Biology, Chemistry, and Engineering and Physics.

Student Learning Outcomes for the Natural and Physical Sciences AU:

Students will be able to:

- Describe and apply major scientific concepts of a particular field.
- Explain methods of scientific inquiry.
- Collect (if a lab-based course), analyze, and interpret data.

Social Sciences (one course)

Courses in this AU observe and analyze human behavior, ranging from the formation of the self and family structures to economic trends and the interactions of nations. These courses come primarily from the departments of History, Political Science, Sociology/Anthropology, Psychology, and Economics.

Student Learning Outcomes for the Social Sciences AU:

Students will be able to:

- Discuss and apply major concepts and theories that interpret human behavior and interaction.
- Analyze human experiences and interactions in diverse social contexts.
- Explain the organization and function of one or more social systems.
- Describe the methods and procedures of social science research.

Humanities (one course)

Courses in this AU examine ethical and moral dilemmas, values, and choices from an analytical or critical perspective. Students are engaged in the decision-making process and consider the implications of their choices for self and society. Courses in this AU come primarily from the departments of Philosophy, English, History, Religious Studies, and Fine and Performing Arts.

Student Learning Outcomes for the Humanities AU:

Students will be able to:

- Explain the nature of one or more values that govern human conduct.
- Explain how an individual's values and choices can be influenced by many factors, as seen in a major work (literary, artistic, historical, religious, or philosophical).
- Apply knowledge about values to a particular ethical situation, moral dilemma, or aesthetic judgment.

Signature Learning Experiences

An important component of Elizabethtown College Signature Learning Experiences is the high impact practices which supplement classroom learning. Signature Learning Experience is so significant that, completing at least two of these five Signature Learning Experiences (SLE) is a graduation requirement for all Elizabethtown College students. The student's academic adviser will assist in choosing two of five SLEs:

Supervised Research

Undergraduate research actively engages students in scholarship at an advanced level under the close supervision of a faculty mentor or approved disciplinary expert. Results from the research should be disseminated publicly in a way that is appropriate to the discipline (presentation, in writing, performance, exhibition, prototype development, etc.).

Internships, Field Placements, Practicums

A transcribed academic internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. A field experience or practicum is a learning opportunity that takes place in the field of practice, is embedded in an associated course, and supervised by faculty.

Capstone Course, Project or Development Portfolio

Culminating experience near the end of the college career in which students integrate, synthesize and apply what they have learned in the major or program. Capstone experiences can include courses, projects, performances, exhibits, and/or portfolios. Portfolios should include artifacts and narratives, sampled during the college career under faculty review, that demonstrate competencies or learning outcomes in the major or program.

Community-Based Learning

Community-Based Learning is an instructional strategy that gives students opportunities to apply knowledge and skills from the classroom to analyze and address community problems. In so doing, students achieve a deeper and more integrated understanding of their studies while benefitting the community.

Cross-Cultural Experience

Cross-cultural experiences allow students to engage meaningfully with diverse cultures, experiences, and worldviews, by living and studying in a culture different from their own. These experiences can be domestic or abroad and include traditional semester study abroad programs as well as short-term faculty-led programs.

All students are encouraged to discuss these opportunities with their peer mentors, first-year seminar adviser and professors and explore the College website to see how other students have personalized a Signature Learning Experience that is just right for them.

Additional Requirements and Policies

After completion of the First Year Seminar, students will be required to complete one core course identified in the semester scheduled as "Guided Writing and Research" (GWR). A course with a GWR designation shall a) provide direct instruction in writing and research, including instruction in locating and analyzing sources, in organizing logical arguments, in paraphrasing, and in citing information from sources; b) require a total of at least 15-20 pages of finished writing; c) provide periodic instructor feedback on writing and practice in revision; d) incorporate an evaluation of the student's performance in research and writing in their final grade; and e) have an appropriately reduced class size to facilitate careful instruction in research and writing. Additionally, only 200-level classes be designated as GWR.

Courses approved by Academic Council for Core that also are required for a particular major or minor may be used to fulfill both requirements.

Seniors may enroll in Core Program courses to complete Core, major or minor requirements as needed. Seniors may not enroll in Core Program courses for elective purposes until all enrolled underclass students have had the opportunity to select courses during official registration periods in November and April. In this context, seniors include students of senior status and juniors who will achieve senior status at the completion of the current semester.

The Core Program may be satisfied in its entirety by transfer courses (i.e., there is no residency requirement for the Core). Students wishing to satisfy the GWR requirement with an off-campus course must submit a syllabus for evaluation.

Students can satisfy Core AU requirements with transferred courses that are worth at least three credits.

Majors with more than 125 credits for graduation may be allowed to count two courses required of the major in lieu of two courses from the Core. Courses would have to meet the goals for the appropriate AU. Academic Departments may apply to the Core Committee and Academic Council to demonstrate how the major courses satisfy the goals of the AU.

When course requirements for an academic program meet the educational objectives for a Core AU, Academic Departments may petition Academic Council for a waiver of that AU for students completing the program. The course requirements supporting the waiver must be an integral part of the academic program.

Students are required to complete the appropriate level of mathematics, English, and modern/ancient language courses as determined by the College. Once students have completed the appropriate level, they cannot receive credit for taking a lower-level course in the sequence.

The First-Year Seminar may not be substituted for a major or minor course or to waive a requirement for the major or minor.

Elizabethtown College Honors Program, Momentum, Prestigious Scholarships and Fellowships

- Honors
- Momentum
- Prestigious Scholarships and Fellowships

Honors

Overview

The Elizabethtown College Honors Program, established in 1999 and sponsored by The Hershey Company, reflects the College's commitment to providing hand-crafted learning opportunities for its students. In the case of the Honors Program, the focus of this handcrafting is on students with excellent academic records, superior academic abilities, intellectual promise, and demonstrated initiative. Consistent with the mission of the College, the Honors Program seeks to promote high standards of scholarship, leadership, and service among those students selected for the program. Class size deliberately is kept small; no more than 15 students are enrolled in each course.

The opportunity to work closely with faculty mentors from the first year to the senior year is an explicit goal of everyone associated with the program. In order to foster even greater involvement between faculty scholars and Honors students, co-curricular activities are an integral part of the program. International travel is both encouraged and facilitated.

To facilitate such experiences, the Elizabethtown College Honors Program allows each qualified student to apply for an Academic Research Grant that can be used in support of these trips, to support senior thesis research, or graduate and professional exams such as the GRE, LSAT, or MCAT. In order to help foster a deeper sense of community, study rooms, a reserved lounge, and a computer lab are located in the Honors Center for Honors student use.

Honors Program students in good standing will have priority registration for each semester for which they are members of the Honors Program. Priority registration indicates that Honors Program students will have the opportunity to register before other students with the same class standing.

For more information, please visit www.etown.edu/honors.

Admissions Process

Admission to the Elizabethtown College Honors Program is competitive. The minimum standard for admission is a combined score of at least 1200 on the critical reading and math portions of the SAT (with no score below 550) or equivalent on another standardized test (TOEFL or ACT), a rank within the top 10 percent of the student's high school graduating class, and review by the Honors Director acting on the recommendation of the Office of Admissions.

The preferred application deadline for the Honors Program is January 15, and the final application deadline is March 15. Notification is guaranteed by May 1. Students interested in the Honors Program are required to have an on-campus interview with an Admissions officer.

A limited number of students are accepted to the Honors Program during their sophomore year. These students must demonstrate excellence in their first-year courses, provide recommendations from at least two Elizabethtown

professors, and have the concurrence of the Honors Director. Rising sophomores must apply by March 15 for consideration.

Participation Requirements

Students entering the Elizabethtown College Honors Program in their first academic year take an Honors First-Year Seminar, and usually an Honors Interdisciplinary Seminar focusing primarily on critical thinking and foundational skills. In the sophomore/junior years, Honors students take two additional Honors elective courses from the College's Core Program or in majors, minors, or electives. The final capstone Honors experience is the completion of a Senior Honors Thesis. A total of 24 credits must be acquired in Honors courses in order to fulfill the requirements and graduate as a recognized Elizabethtown College Honors Scholar. In order to remain in good standing within the program, students must maintain a grade point average of 3.50 overall.

A list of Honors courses is available through the course descriptions tab of this Catalog. Define the search criterion as an "H" in the "Code" field or select a specific Honors "Type" shown in the drop-down menu. All Honors courses are noted on course schedules with an "H" at the beginning of the course code and "HNR" at the beginning of the title.

The Honors Program offers the following non-disciplinary courses:

HON 201 - HNR Elizabethtown History: Campus and Community (PHS 201)
2.00 credits This research seminar will provide sophomores in the Honors program with an understanding of the practice of local history and an understanding of local history's relationship to other branches of historical studies as well as a wide variety of academic disciplines. The course is based on the study of local history as a means for Honors students to examine the people who built the local community while they, as sophomores, discern the path of their own educational and life journey. Honors students will research local history, write about local history, reflect on their research about local history and their own lives, and share their knowledge of local history and what they have learned about their own personal development both as individuals and as leaders on campus. Through the study of local history, students will gain an appreciation of the importance and context of place and how their own contributions impact the larger community. In keeping with the themes of real world learning, signature learning experiences, and community-based learning, students will have the opportunity to develop their own hands-on projects in areas such as oral history, archival research, and grant writing and personally engage with members of the campus and local communities through field trips, site visits, and guest lectures. As a primary feature of this course, the local community (the College campus, Elizabethtown Borough, and Lancaster County) will serve as a learning laboratory. Honors students will learn how to take notice of the environment in which they live, recognize how it developed, and offer ideas about how it should grow. **Signature Learning Experience: Community-Based Learning.** Graded Pass/No Pass.

HON 205 - HNR Leadership Theory
2.00 credits. This Honors seminar examines a wide variety of theories, practices, models, and examples of leadership in diverse settings. Students will identify what types of leadership skills they currently possess, and what skills they wish to develop throughout their college career. Course content will focus broadly on leadership theory, but each student will have the opportunity to thoroughly research and discuss leadership theories and practices in a field of their choosing. Graded Pass/No Pass.

HON 301 - HNR Thesis Preparation
1.00 credit. A foundation for successfully developing and writing the Honors Senior Thesis through becoming familiar with writing and research approaches of the student's chosen discipline; strengthening writing and oral presentation skills; developing a timetable with deadlines for defining the scope of work and managing its

completion; completing a working bibliography and a research proposal for an Honors Senior Thesis Project; and becoming more confident and capable of successfully completing a year-long thesis project with minimal supervision from a professor. Credit counts toward senior thesis requirement. To be taken spring semester of Junior year. Graded Pass/No Pass. Honors students only.

The following disciplinary and interdisciplinary Honors courses are offered. Other Honors courses may be offered from time to time. See individual departments for course descriptions.

HEN 253 - HNR WCH Gaelic and Anglo-Irish Ireland *****

HMA 270 - HNR History of Mathematics *****

HMA 275 - HNR CE Mathematics in Music *****

HPC 105 - HNR SSC Introduction to Psychology

HPC 125 - HNR NPS Introduction to Neuroscience

HPS 300 - HNR Gender and the Law (HWG 300) *****

HRE 285 - HNR WCH Amish, Brethren, and Mennonites in the U.S. Since 1875*

HRE 289 - HNR Communal and Utopian Societies *****

HSO 224 - HNR SSC The Amish in Modern Society

HWG 300 - HNR Gender and the Law (HPS 300) *****

***** Fulfills Honors interdisciplinary course requirement.

For more information, contact the Dean of Curriculum and Honors, Dr. Brian Newsome.

Momentum

The Office of Academic Achievement and Engagement is home to the Momentum Program. In 2010, Elizabethtown College was awarded a grant from the Council of Independent Colleges (CIC) through the Walmart Foundation's Walmart College Success Awards program, to enhance the success of first-generation college students. With the grant, the College established the Momentum program with an interdisciplinary approach to introducing students to the liberal arts curriculum and helping them prepare for the academic expectations of college.

The program was called Momentum because the purpose is to help students build momentum toward their experience with fall orientation and college life. The program establishes a momentum, which students maintain throughout their time at the college. Momentum is designed to prepare students for college, assisting them in their effort to get the most from their education and become an integral part of the college community. The Momentum program is a stimulus for students to become energized about Elizabethtown College and to help them maintain this energy, motion, and activity throughout their college experience. The program has an emphasis on students meeting academic expectations and developing mentoring relationships with faculty, especially their faculty academic advisor. Momentum students are also supported by upper class student academic peer advisors known as the Kinesis—the energy behind a momentum. All four cohorts of the Momentum program are invited to join the Student Senate sponsored club the Momentum Society.

For more information, please visit www.etown.edu/programs/momentum.

Prestigious Scholarships and Fellowships

The Prestigious Scholarships and Fellowships program encourages high-achieving students to pursue nationally competitive scholarships best reflecting their academic interests and post-graduate aspirations. Competitive scholarships and fellowships awards are often substantial, and recipients and finalists are held in a high esteem by educational institutions and employers. Scholarships and fellowships can range from short-term summer courses to multi-year graduate programs throughout the world. The application process offers certain benefits in improved critical thinking, analytical writing, and oral presentation skills- all of which can be usefully applied in nearly any future pursuit. The Office of Prestigious Scholarships and Fellowships, located in the Honors Center, aims to demystify these opportunities and help students discern the most appropriate awards for which to apply. We introduce students to opportunities, resources, and plenty of practical advice to helping them put together a competitive application. Whatever questions they have about prestigious scholarships and fellowships, we are eager to help students explore the possibilities they represent and encourage them in the application process. From the initial inquiry, to the nomination and selection stage of a national competition, we work with students and alumni to prepare competitive applications.

For more information, please visit www.etown.edu/programs/fellowships.

Alternative Study Options

Program Variations and Options

In addition to majors and minors, Elizabethtown College offers a number of alternative learning opportunities both on and off campus. On-campus study includes special learning options that emphasize individual study and close work with a member of the faculty. Off-campus opportunities include internships or joint programs with academic institutions or clinical facilities.

Independent Study

Independent Study (IS) is designed for students to pursue individual investigations and/or reading in an area of special interest, or to advance competencies in the major/minor area. Independent Study is initiated by the student and progresses largely unsupervised. Students pursuing independent study are expected to do extensive research, reading, writing, and/or creative work resulting in a major paper, presentation, work of art, or other learning outcomes agreed upon by the supervising faculty member and the student.

Independent Studies may not be used to replace a course listed in the curriculum, to fulfill any Core Program requirements, or to substitute for registering an internship, co-op, or field work/experience. Independent Studies counting toward major credit must be letter graded. Independent Studies must demonstrate significant emphases on academic involvements, activities, and outcomes.

To apply for an IS, students must have **junior or senior status, plus a grade point average of 2.0 or higher**. Independent Studies are registered between one to four credits per study. *Please note: the ISC expects* at least 4-5 pp. of writing per credit *plus a* detailed bibliography. Typically a student may carry only one Independent Study at a time. Two Independent Studies may be approved at the discretion of the Independent Study Committee. A maximum of 12 credits of independent study can be applied toward graduation. If study abroad is part of the IS, an approval from the study abroad office must be attached to the application. Any requests for exceptions to the Independent Study policy must be made to the Academic Standing Committee.

Independent Studies are not tied to the academic calendar; application deadlines are to be determined based on the completion dates of an IS. A completed *Independent Study Application* including the *Independent Study Proposal* must be submitted to Independent Study Committee via the Registration and Records Office. Registration for the spring semester begins in November and registration for the fall semester begins in April.

a) For Fall and Spring semester registrations, the IS application must be submitted during open registration but no later than 4:30 pm on the 1st day of classes for the Fall/Spring semester in which it will be completed.

b) Students who plan to register an independent study in the Summer or Winter term must submit their proposal to the Registration and Records Office at least two weeks before last day of the Spring or Fall semester prior to the Summer or Winter term.

c) The Independent Study Committee does NOT meet during the Summer or Winter term; therefore, IS Applications submitted after the dates listed above will not be accepted or reviewed.

Following approval by the Independent Study Committee, the Chair of the Independent Study Committee will forward the ISA to the Office of Registration & Records during the official registration period for the semester during which it will be completed. **Students must add and register an independent study during the regular course add period of each semester**. **Forms are available in the Office of Registration and Records.**

Independent Studies will not be added to students' schedules after the regular "add" deadline of the semester (i.e., 4:30 p.m. on the fifth day of the semester).

Directed Study

In contrast to independent study of a special topic, directed study is undertaken for a regular course in the curriculum that is not being offered in a given semester. This method of study should be used by the student who needs rather frequent conferences with the professor.

Note: Students must register for directed studies prior to beginning course work and no later than the end of the first week of classes (i.e., during the official Add Period for the semester). Registration forms are available in the Office of Registration and Records.

Tutorials

The tutorial is used to register a course that is not offered in the Catalog. In this respect, it is different from a Directed Study, which is used to register a course that is in the Catalog but is not offered in a given semester. The tutorial is also different from the Independent Study. With an Independent Study, the student is responsible for proposing the content of the project (which is not in the Catalog) and then works largely independently on the project of their design. **With a Tutorial, the faculty member is responsible for developing the content of the course and then works closely with the student to provide instruction in the topic.** Tutorials must be registered during the regular course Add Period and are assigned a 379 course number. An additional surcharge of $150 per credit is assessed for the full-time student who registers for a tutorial. Full-time undergraduate students whose course load exceeds 18 hours as a result of a tutorial registration are charged the current part-time rate for tuition for those hours in excess of 18.

Internships

Through internships, Elizabethtown College offers students the opportunity to apply and augment their classroom learning with real-world experience. Internships can assist students with deepening and sharpening their personal learning and career goals. They provide opportunities for students to demonstrate their knowledge in work and practice settings, gaining confidence and skill as they integrate the abstract/theoretical with the practical and applied.

Guidelines

Internships will be registered in the Academic Department of the supervising faculty member.

Internships will normally be graded Pass/No Pass. Departmental exceptions must be approved by Academic Council and be noted in the Catalog as letter-graded experiences.

Students enrolling in internships must have minimum cumulative and major grade point averages of 2.00. If a Department sets a higher grade point average standard, and if the internship is required for graduation, the higher standard must be approved by Academic Council.

Internships must be registered during the semester in which the work is completed. In the case when internship hours clearly overlap two terms (e.g., begins in April and ends in June), the registration of the internship can be split (e.g., two credits registered in the spring term and two credits registered in the summer term for an internship experience that is four total credits). Summer internships cannot be registered during spring or fall semesters.

An internship can be taken for up to 12 credits. To be awarded academic credit, students must work a minimum of 40 hours over the course of the term in which the internship is registered for each credit awarded. This is a minimum expectation; some Departments or internship sites may have higher work expectations. At least two-thirds of these hours should be spent at the internship site, with the remaining one-third spent on related activities.

Each Department will establish its own criteria for related activities and expectations for awarding academic credit to internships, including whether students can engage in multiple internships over the course of their college career and the maximum number of credits that students in their programs can accrue through internships.

To prevent potential conflicts of interest, students must disclose any familial relationships with employees or owners of the organization at which they want to intern. Students may not intern at a company owned or managed, fully or in part, by a family member, nor may the on-site supervisor be a member of the student's family or anyone working under supervision of a family member. In addition, continuation of a part-time or summer job may not serve as an internship. Any exceptions to these prohibitions would be unusual and require the approval by the Dean for Curriculum and Honors.

All internships must have a faculty supervisor and an on-site supervisor. The intern must have regular contact with the on-site supervisor during the term of the internship. At the end of the internship, the on-site supervisor will be asked to submit a written evaluation to the faculty supervisor, describing the work and responsibilities of the intern and providing an evaluation of the intern's level of performance and progress during the internship.

Internships must be registered no later than the third Friday of the regular fall or spring term. This additional registration time is provided to enable students to collect their on-site supervisor's signature on the Internship Contract form. For summer internships, registration must be by the end of the first week of the internship.

The Internship Contract or syllabus must specify the goals and objectives of the internship, the activities necessary to reach those goals, and the methods by which the student will be evaluated. An Internship Contract must be signed by the student, the on-site supervisor and the faculty supervisor.

Consult the appropriate Academic Department for more detail on its internship policy.

Study Abroad Programs

Elizabethtown College, through the Study Abroad Office, provides guidance and support to students in all majors who want to study abroad in a semester, summer, or short term program. The Study Abroad Office promotes, supports, and coordinates all study abroad programming and works with faculty to encourage overseas experiences.

Students may participate in a wide variety of semester-long, study abroad opportunities with our affiliated and partnering programs, which currently include specific locations from BCA Study Abroad; CISabroad; EuroScholars; The School for Field Studies; International Studies Abroad (ISA); KCP International; Nihon University; Kansai Gaidai University; Northumbria University; SOL Education Abroad; Institute for Field Education (IFE); and Queen's University Bader International Study Centre. More information about applying to participate in study abroad programs can be found on the Study Abroad Office website at www.etown.edu/offices/study-abroad.

In addition to these opportunities, Elizabethtown faculty members regularly lead short-term educational experiences to locations around the world to make international study more accessible to our students. These programs typically provide credits to students who successfully complete all the requirements. In past years, faculty-led, short-term programs have traveled to Bangladesh, China, Costa Rica, the Czech Republic, Denmark, Ecuador, France, Gambia, Iceland, Ireland, Japan, South Africa, Spain, Switzerland, Thailand, the United Kingdom, and Vietnam.

For more information about the Study Abroad Office, please visit www.etown.edu/offices/study-abroad.

Washington, D.C., Semester with The Washington Center or American University

Elizabethtown College provides students an opportunity to "study away" in Washington, D.C., and take advantage of the resources of the nation's capital. Students participating will work with the policymakers and business professionals who play a vital role in American government and culture. Both, The Washington Center and American University programs include full-time internships and courses. Students interested in the program should contact the Study Abroad Office for more information. Students participating in the program must acquire study away approval from the Study Abroad Office, which includes completing off-campus course approvals from the Office of Registration and Records.

English Language Learning Program

The English Language Learning Program at Elizabethtown supports an increasingly diverse group of students from around the world who wish to immerse themselves in the rich learning environment available at Elizabethtown College. Students will be taken from their current level of English language mastery to advanced levels of mastery, enabling full integration into the complete range of curricular and co-curricular programs. Specifically, the English Language Learning (ELL) courses will:

- Advance students' English speaking, writing, reading, and comprehension proficiency
- Foster critical thinking skills
- Instill intellectual curiosity and interest in further learning
- Introduce American culture and expectations of the Elizabethtown College community
- Provide opportunities for integration of diverse world views
- Prepare students for success in degree program coursework

International students who are non-native speakers of English are eligible for English Language Learning courses. A minimum official TOEFL (or equivalent test) score is required for admission as we do not offer Beginner or Low Intermediate English Language courses (see "Admission to the College"). Upon arrival at the campus, all students who are non-native speakers of English will be given a placement test to determine the appropriate level of ELL or EN classes. The following ELL courses are offered and are required of students whose placement test results indicate that greater proficiency is needed before full integration into degree coursework.

Courses Offered at the Intermediate Level:

ELL 111 - Intermediate Reading and Comprehension
4.00 credits. The focus of this course is on developing reading skills and acquiring strategies to learn from texts. Students will be expected to read, take notes, and demonstrate comprehension through discussion and short written assignments. Students will read a variety of short selections, both fiction and nonfiction and will keep a weekly vocabulary journal. *Credits are not applicable to the 125 required for graduation with a bachelor's degree.* Fall semester.

ELL 112 - Intermediate Writing and Composition
4.00 credits. The focus of this course is on learning to write in order to effectively communicate ideas and opinions. Students will gain fluency in the process of writing with emphasis on mechanics and grammar. Students will learn how to organize ideas, write and revise drafts, and edit written material. Students will also be able to take notes and write summaries of information heard or read. *Credits are not applicable to the 125 required for graduation with a bachelor's degree.* Fall semester.

ELL 113 - Intermediate Listening and Speaking
4.00 credits. The focus of this course is on listening and speaking in academic and social settings. Students will learn to distinguish speaker's intentions, identify important spoken information from a variety of contexts (lecture, video, audio), infer meaning of unfamiliar words or phrases from the context of the conversation, and respond appropriately to spoken requests. Students will also learn to articulate clearly, infer whether their listener comprehends their speech, and make adjustments where needed to engage successfully in conversation. Students will also gain experience taking notes from oral presentations and video. *Credits are not applicable to the 125 required for graduation with a bachelor's degree.* Fall semester.

ELL 114 - Intermediate Seminar on American Culture
4.00 credits. This course focuses on American culture, with emphasis on the local heritage and customs. Students will have opportunities to experience, discuss, and interpret local culture through lectures, performances, discussions, and field trips. They will be introduced to all campus resources and will select a student club or organization to investigate or join. *Credits are not applicable to the 125 required for graduation with a bachelor's degree.* Fall semester.

Courses Offered at the High Intermediate Level:

ELL 151 - High Intermediate Reading and Comprehension
4.00 credits. The focus of this course is continued development of reading skills and comprehension. Students will be expected to read, take notes, and demonstrate comprehension through discussion and written assignments. Students will read from increasingly complex text sources. **Prerequisite(s):* Appropriate placement or completion of ELL 111 with a grade of B- or higher. *Credits are not applicable to the 125 required for graduation with a bachelor's degree.*

ELL 152 - High Intermediate Writing for Academic Purposes
4.00 credits. The focus of this course is on strengthening students' writing for academic purposes. Students will write more complex essays and learn different styles of writing. They will begin to expand their writing to take into account their audience and their purpose. Editing and revision will be major components of the course. **Prerequisite(s):* Appropriate placement or completion of ELL 112 with a grade of B- or higher. *Credits are not applicable to the 125 required for graduation with a bachelor's degree.*

ELL 153 - High Intermediate Conversation and Discussion
4.00 credits. This course extends students' conversational abilities to a variety of settings and tasks. Students will be able to follow multi-step instructions, respond to oral requests for elaboration, and discuss ideas one-on-one and in small group settings. Students will also strengthen their English pronunciation and will be expected to do regular in-class oral presentations. **Prerequisite(s):* Appropriate placement or completion of ELL 113 with a grade of B- or higher. *Credits are not applicable to the 125 required for graduation with a bachelor's degree.*

ELL 154 - High Intermediate Seminar on Comparative Culture
4.00 credits. This course focuses on changes over time in American culture and how American culture has been influenced by other cultures. Students will have opportunities to experience, discuss, and interpret a variety of

cultures through lectures, performances, discussions, film, and fieldtrips. They will write reflective essays on these activities and relate them to their own or another culture. **Prerequisite(s):* Appropriate placement or completion of ELL 114 with a grade of B- or higher. *Credits are not applicable to the 125 required for graduation with a bachelor's degree.*

Courses Offered at the Advanced Level:

Refer to Department of Modern Languages for ESL 111 / ESL 112 courses.

Joint Degree Programs

In Joint Degree Programs, students study at Elizabethtown College and at affiliated academic institutions or clinical facilities in the United States. The College also offers a number of majors in which work at affiliated clinical facilities constitutes an important part of the student's education. In music therapy, occupational therapy, social work, and clinical laboratory sciences, students combine work at the College with first-hand experience in hospitals, clinics, and social work and therapy programs. For detailed descriptions, see the appropriate Department for more information. The following programs are offered in conjunction with these academic institutions:

Drexel University College of Medicine

Master of Science in Molecular Medicine/B.S. in Biotechnology 4+1 Program with Drexel University College of Medicine

Drexel University Thomas R. Kline School of Law

Law Early Admission Program (LEAP) with Drexel University Thomas R. Kline School of Law

Duquesne University School of Law

Law Early Admission Program (LEAP) with Duquesne University School of Law

Lake Erie College of Osteopathic Medicine

Doctor of Dental Medicine/Baccalaureate 4+4 Program with Lake Erie College of Osteopathic Medicine

Doctor of Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine

Doctor of Pharmaceutical/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine

Penn State University College of Medicine

Master of Public Health Program with Penn State University College of Medicine

Physician Assistant Program with Penn State University College of Medicine

Pennsylvania College of Optometry at Salus University

Doctor of Optometry/B.S. 3+4 Program with Pennsylvania College of Optometry at Salus University

Pennsylvania State University College of Medicine

Premedical Primary Care Program with Pennsylvania State University College of Medicine

Philadelphia College of Osteopathic Medicine

Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Biology)

Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Chemistry/Biochemistry)

Thomas Jefferson University

Doctor of Physical Therapy/B.S. 3+3 Program with Thomas Jefferson University

West Virginia University School of Dentistry

Doctor of Dental Surgery/Baccalaureate 4+4 Program with West Virginia University School of Dentistry

Widener University

Doctor of Physical Therapy/B.S. 3+3 Program with Widener University

Law Early Admission Program (LEAP) with Widener University School of Law

Elizabethtown College School of Continuing and Professional Studies

The School of Continuing and Professional Studies (SCPS) offers a variety of academic degree programs at the undergraduate and graduate level for adults. The SCPS delivers its programming at multiple locations including the Elizabethtown main campus, in Harrisburg at the Dixon University Center, in Lancaster at College Square on Harrisburg Pike, at HACC Lancaster Campus, the IU13 Conference and Training Center on New Holland Pike, and online.

The School extends the boundaries of the College's learning community to include a wider and more diverse population. The School expresses the values of the College's mission through a commitment to and advocacy of degree and non-degree academic programs for adult learners. In particular, the School embraces the values of human dignity and social justice by widening access to quality higher education for adults. In its programs and outreach, the School fosters a learner-centered academic culture that expresses the School's belief that learning is lifelong and most noble when used to benefit others.

The Middle States Association of Colleges and Secondary Schools accredits SCPS programs. The School has not sought accreditation through the Association of Collegiate Business Schools and Programs.

For more information, please call (717) 361-1411 or visit www.etowndegrees.com.

Department of Biology

Yorty (Chair), Bowne, Bridge, Cavender, Goldina, Mesa, Murray, Wohl

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The courses of the Department of Biology provide a foundation in basic concepts and principles involving the structural, functional and environmental aspects of the living world. The courses provide the student with a broad and unifying understanding of nature's life forms. The Department involves students in research studies with professors through independent study projects, internships, and a senior seminar.

The Department has a prerequisite for entry into BIO 211 and upper-level classes contingent upon an average grade of C- or better in BIO 111 and BIO 112 .

Majors Offered

The Biology Department offers majors in Biology, Biotechnology, and Environmental Science. Four concentrations are available to students pursuing a Biology major: Biological Sciences, Premedicine, Allied Health, and Secondary Education (Biology Education).

Cooperative Programs with Other Institutions

The Biology Department participates in several Joint Degree Programs.

Minors Offered

The Department of Biology offers a Biology minor. The Department also participates in the interdisciplinary General Science minor and the Cognitive Science minor.

Honors in the Discipline

The Department of Biology participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

Biology (B.S.)

This curriculum prepares students for the rigors of graduate school, professional schools of medicine and allied health, and biologically oriented employment opportunities. Four concentrations are available to students pursuing a Bachelor of Science in Biology: **Biological Sciences**, **Premedicine**, **Allied Health** and **Secondary Education (Biology Education)**.

Student Learning Outcomes for Biology:

Students will be able to:

- Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry, and physics.
- Effectively research, synthesize, and communicate scientific information with an understanding of the importance of ethical scientific practice.
- Design and carry out experiments to address biological questions.
- Critically analyze and formulate logical conclusions from data.
- Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.

Allied Health Concentration

The **Allied Health concentration** prepares the student for entry into the professional allied health science programs of Thomas Jefferson University, Widener University, and, after three years, other accredited pre-approved programs. Students interested in this program should consult the Biology Department homepage and refer to the Affiliate Programs.

Major courses:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 201 - Human Anatomy and Physiology I
- BIO 202 - Human Anatomy and Physiology II
- BIO 211 - Genetics
- One biology course (Maximum of 4 credits applied to major. All additional credits will be considered free elective credits.)
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I

- MA 251 - MA Probability and Statistics
- PHY 101 - General Physics I
- PHY 102 - General Physics II
- PSY 105 - SSC Introduction to Psychology

- PSY 225 - Lifespan Development or
- PSY 240 - Child and Adolescent Development or
- PSY 245 - Adult Development and Aging or
- PSY 250 - Psychopathology

Fourth year on campus (Biology - Allied Health, otherwise Biology - Allied Health 3+3)

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology or

- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- Two biology electives (with at least one laboratory).

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- BIO 111 - Molecules, Cells, and Animal Systems
- CH 113 - Organic Chemistry I
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- One or Two Core course (4-8 credits)

Second Year Suggested Courses:

- BIO 211 - Genetics
- MA 251 - MA Probability and Statistics
- PSY 105 - SSC Introduction to Psychology

- PSY 225 - Lifespan Development Or
- PSY 240 - Child and Adolescent Development Or
- PSY 245 - Adult Development and Aging Or
- PSY 250 - Psychopathology

- Three Core courses (12 credits total)
- One Biology Elective course (4 credits)

Third Year Suggested Courses

- BIO 201 - Human Anatomy and Physiology I
- BIO 202 - Human Anatomy and Physiology II
- PHY 101 - General Physics I
- PHY 102 - General Physics II
- Four Core/Biology Elective Courses (16 credits total)

Fourth Year Suggested Courses:

- BIO 313 - General Ecology And
- BIO 313L - General Ecology Laboratory
  Or

- BIO 317 - Aquatic Ecology
  Or
- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- Two Biology Elective courses (8 credits total)
- Four Elective courses (16 credits total)

Biological Sciences concentration

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- BIO 412 - Seminar in Biology
- At least 15 credits of upper-level Biology classes with at least three laboratories.
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II
- (If a fourth chemistry course is required, CH 242 is recommended.)

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology or
- BIO 335 - Microbial Ecology and Diversity

- MA 121 - MA Calculus I or
- MA 251 - MA Probability and Statistics

- PHY 101 - General Physics I or
- PHY 201 - College Physics I

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I

- Two Core courses (8 credits total)

Second Year Suggested Courses:

- BIO 211 - Genetics
- CH 213 - Organic Chemistry II

- MA 121 - MA Calculus I **Or**
- MA 251 - MA Probability and Statistics

- Four Core courses (16 credits)
- One Biology Elective course (4 credits)

Third Year Suggested Courses:

- PHY 101 - General Physics I **Or**
- PHY 201 - College Physics I

- BIO 324 - General Physiology **And**
- BIO 324L - General Physiology Laboratory
  Or
- One or two Biology Elective courses (4-8 credits)

- Four Elective courses (16 credits total)

Fourth Year Suggested Courses:

- BIO 313 - General Ecology **And**
- BIO 313L - General Ecology Laboratory
  Or
- BIO 317 - Aquatic Ecology
  Or
- BIO 335 - Microbial Ecology and Diversity
- BIO 412 - Seminar in Biology

- One Biology Elective course (4 credits)
- Five Elective courses (20 credits total)

Premedicine Concentration

The **Premedicine concentration** prepares the student for entry into professional schools of medicine and related fields such as dentistry, osteopathic medicine, veterinary medicine, optometry, and podiatric medicine. The specific requirements are:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics

- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- BIO 341 - Comparative Mammalian Anatomy
- BIO 412 - Seminar in Biology
- At least 11 credits of upper-level Biology classes with at least two laboratories
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II
- CH 323 - Biochemistry I
- PSY 105 - SSC Introduction to Psychology
- SO 101 - SSC Discovering Society

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology or
- BIO 335 - Microbial Ecology and Diversity

- CH 214 - Chemical Instrumentation or
- CH 242 - Physical Inorganic Chemistry

- MA 121 - MA Calculus I or
- MA 251 - MA Probability and Statistics

- PHY 101 - General Physics I and
- PHY 102 - General Physics II
  or
- PHY 201 - College Physics I and
- PHY 202 - College Physics II

Specific schools may require additional courses:

For example, all pre-veterinary medicine students should schedule courses in biochemistry and microbiology. Students interested in the premedical program should consult the Chair of the Health Professions Advisory Committee. The Committee serves the following functions: 1) work jointly with premedical students and their major advisors to ensure that all prerequisites are met for entry into schools of medicine; 2) advise students on registration and preparation for medical school admissions tests; 3) assist students in the preparation and submission of applications to medical schools; 4) draft a composite letter of evaluation and endorsement for worthy candidates and forward this information to appropriate medical school admissions committees; 5) offer assistance in preparing for medical school interviews; 6) solicit and collect literature that will aid students to plan financially for their medical training; and 7) maintain statistics on medical school placement for advising and administrative purposes.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- BIO 111 - Molecules, Cells, and Animal Systems
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- CH 213 - Organic Chemistry II
- PSY 105 - SSC Introduction to Psychology
- SO 101 - SSC Discovering Society

Second Year Suggested Courses:

- BIO 211 - Genetics
- CH 213 - Organic Chemistry II

- BIO 235 - General Microbiology **Or**
- BIO 212 - Cell Biology

- CH 242 - Physical Inorganic Chemistry

- MA 251 - MA Probability and Statistics **Or**
- MA 121 - MA Calculus I

- Three Core/Non-science Elective course (12 credits)

Third Year Suggested Courses:

- CH 323 - Biochemistry I (without the laboratory)

- PHY 101 - General Physics I **Or**
- PHY 201 - College Physics I

- PHY 102 - General Physics II **Or**
- PHY 202 - College Physics II

- BIO 324 - General Physiology **And**
- BIO 324L - General Physiology Laboratory

- One Biology elective course (4 credits)
- Three Core/Elective course (12 credits)

Fourth Year Suggested Courses

- BIO 313 - General Ecology **And**
- BIO 313L - General Ecology Laboratory
  Or

- BIO 317 - Aquatic Ecology
  Or
- BIO 335 - Microbial Ecology and Diversity

- BIO 341 - Comparative Mammalian Anatomy
- BIO 412 - Seminar in Biology
- Two Biology Elective courses (8 credits total)
- Four Core/Non-Science Elective courses (16 credits total)

Biology Secondary Education (B.S.)

Student Learning Outcomes for Secondary Education concentration:

Students will be able to:

- Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry, and/or physics.
- Effectively research, synthesize, and communicate scientific information.
- Design and carry out experiments to address biological questions.
- Critically analyze and formulate logical conclusions from data.
- Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.
- Plan and design appropriate instructional and assessment activities.
- Create, organize, and maintain an effective classroom environment conducive to learning and development
- Develop and apply instructional methodologies appropriate to the grade and developmental level of students.
- Design and implement successful interventions responsive to the needs of children with special needs.

The **Secondary Education concentration** (Biology Education) prepares the student for receipt of Pennsylvania Secondary Education Certification within the framework of the Biology major. This program provides a strong background in the biological sciences, while simultaneously fulfilling the requirements for secondary teaching certification. The required math courses will satisfy the requirement of two math courses for Education certification.

Students interested in this concentration should consult Dr. Thomas Murray.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

The specific requirements are:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology

- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- One Earth Science course
- At least 11 credits of upper-level Biology classes with at least two laboratories
- MA 121 - MA Calculus I
- MA 251 - MA Probability and Statistics

- PHY 101 - General Physics I or
- PHY 201 - College Physics I

Education Courses:

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)

- SED 222 - Foundations of Inclusive Education (MSE 522)
- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- Two English courses for Education certification, one literature and one writing (EN 100 or EN 150)
- Two Math courses for Education certification

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I

Second Year Suggested Courses:

- BIO 211 - Genetics
- MA 121 - MA Calculus I
- MA 251 - MA Probability and Statistics
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- One Creative Expression Core course (EN 281 recommended) (4 credits)
- One Biology elective course (4 credits)
- One Core course (4 credits)

Third Year Suggested Courses:

- BIO 324 - General Physiology **And**
- BIO 324L - General Physiology Laboratory

- PHY 101 - General Physics I **Or**
- PHY 201 - College Physics I

- ED 305 - Methods of Secondary Education **Or**
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom

- One Earth Science course (4 credits)
- One Biology elective course (4 credits)
- Three Core courses (12 credits)

Fourth Year Suggested Courses:

- BIO 313 - General Ecology **And**
- BIO 313L - General Ecology Laboratory
  Or
- BIO 317 - Aquatic Ecology

- ED 305 - Methods of Secondary Education **Or**
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom

- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- Two Core courses (8 credits total)

Biotechnology (B.S.)

Student Learning Outcomes for Biotechnology:

Students will be able to:

- Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry, and physics.

- Effectively research, synthesize, and communicate scientific information with an understanding of the importance of ethical scientific practice.

- Design and carry out experiments to address biological questions.

- Critically analyze and formulate logical conclusions from data.

- Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.

The Biotechnology curriculum prepares students for biological research careers utilizing new methodologies of microbiology and cellular and molecular biology and provides an additional option of study for students wishing to enter graduate school. Emphasizing "problem-based learning," student internships and integration with the Core Curriculum, the major also provides a unique learning experience, stressing ethical use of technology, lifelong learning, and development of leadership skills.

Students interested in the Biotechnology major should consult Dr. Jodi Yorty.

The specific requirements are:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life

- BIO 211 - Genetics
- BIO 212 - Cell Biology
- BIO 212L - Cell Biology Laboratory
- BIO 235 - General Microbiology
- BIO 310 - Molecular Biology
- BIO 310L - Molecular Biology Laboratory
- BIO 311 - Experimental Design in Cell Biology
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- BIO 412 - Seminar in Biology
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II

- MA 121 - MA Calculus I or
- MA 251 - MA Probability and Statistics

- PHY 101 - General Physics I or
- PHY 201 - College Physics I

At least seven credits from:

- Upper-level Biology electives with the laboratory or
- CH 323 - Biochemistry I with or without the laboratory

Take one Research or Internship:

A maximum of four credits can be applied to major; all additional credits will be considered free elective credits.

- BIO 474 - Internship in Biological Sciences or
- BIO 491 - Research in Biology or
- BIO 492 - Research in Biology

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I

- Two Core courses (8 credits)

Second Year Suggested Courses:

- BIO 211 - Genetics

- BIO 212 - Cell Biology **And**
- BIO 212L - Cell Biology Laboratory

- BIO 235 - General Microbiology
- CH 213 - Organic Chemistry II

- MA 121 - MA Calculus I **Or**
- MA 251 - MA Probability and Statistics

- Three Core courses (12 credits total)

Third Year Suggested Courses:

- BIO 310 - Molecular Biology **And**
- BIO 310L - Molecular Biology Laboratory

- BIO 311 - Experimental Design in Cell Biology

- BIO 324 - General Physiology **And**
- BIO 324L - General Physiology Laboratory

- PHY 101 - General Physics I or
- PHY 201 - College Physics I

- BIO 474 - Internship in Biological Sciences **Or**
- BIO 492 - Research in Biology

- One Biology Elective course (4 credits)
- Two Core courses (8 credits total)

Fourth Year Suggested Courses:

- Biology Elective course (4 credits) **Or**
- CH 323 - Biochemistry I with or without the laboratory

- BIO 474 - Internship in Biological Sciences **Or**
- BIO 491 - Research in Biology

- One Biology elective course (4 credits)
- Two Core courses (8 credits total)

Environmental Science (B.S.)

Student Learning Outcomes for Environmental Science:

Students will be able to:

- Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry, and physics.
- Effectively research, synthesize, and communicate scientific information with an understanding of the importance of ethical scientific practice.
- Design and carry out experiments to address biological questions.
- Critically analyze and formulate logical conclusions from data.
- Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.

The **Environmental Science** curriculum prepares students for entry-level positions with environmental firms, industry, or government agencies that require knowledge of environmental principles and methodology, as well as for entry into graduate environmental programs. In addition to providing students with a solid grounding in basic principles, the curriculum also exposes them to the application of those principles through research and/or internships.

For further information: Students interested in Environmental Science should consult Dr. Thomas Murray.

The Environmental Science major requires:

Note: Students must include at least 7 credits of upper-level Biology courses with at least one laboratory.

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics

Two from the following:

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  and
- BIO 317 - Aquatic Ecology or
- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere

- MA 121 - MA Calculus I or
- MA 251 - MA Probability and Statistics

- PH 255D - Advanced Ethics: Environmental

- PHY 101 - General Physics I or
- PHY 201 - College Physics I or
- SO 204 - SSC Population and Global Issues

Take one of:

A maximum of four credits can be applied to major; all additional research credits will be considered free elective credits.

- BIO 474 - Internship in Biological Sciences
- BIO 491 - Research in Biology
- BIO 492 - Research in Biology
- PS 479 - Capital Semester Internship

Biology electives include:

- BIO 225 - Geographic Information Systems: Fundamentals and Applications
- BIO 235 - General Microbiology
- BIO 318 - Marine Biology
- BIO 320 - Conservation Biology
- BIO 347 - Invertebrate Zoology
- BIO 362 - Ecotoxicology
- EGR 251 - Introduction to Environmental Engineering

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- Two Core courses (8 credits)

Second Year Suggested Courses:

- BIO 211 - Genetics
- PH 255D - Advanced Ethics: Environmental

- PHY 101 - General Physics I **Or**
- PHY 201 - College Physics I

- MA 121 - MA Calculus I **Or**
- MA 251 - MA Probability and Statistics

- SO 204 - SSC Population and Global Issues
- Two Biology Elective courses (8 credits total)
- One Core course (4 credits)

Third Year Suggested Courses:

- BIO 313 - General Ecology **And**
- BIO 313L - General Ecology Laboratory
  And
- BIO 317 - Aquatic Ecology
  Or
- BIO 335 - Microbial Ecology and Diversity

- BIO 474 - Internship in Biological Sciences **Or**
- BIO 492 - Research in Biology

- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere
- Three Biology Elective courses (12 credits total)
- One Core course (4 credits)

Fourth Year Suggested Courses:

- BIO 313 - General Ecology **And**
- BIO 313L - General Ecology Laboratory
  And
- BIO 317 - Aquatic Ecology
  Or
- BIO 335 - Microbial Ecology and Diversity

- BIO 474 - Internship in Biological Sciences **Or**
- BIO 491 - Research in Biology

- BIO 412 - Seminar in Biology
- Two Biology Elective courses (8 credits total)
- Three Elective courses (12 credits total)

Academic Minors

Biology Minor

A Biology minor provides course options from which a student can gain an overall view of the discipline of biology. The total number of credits needed will be 18 or 20, depending on course selection.

To aid in course selection and career counseling, Dr. Diane Bridge of the Biology Department will work with the student and the student's major advisor.

Option 1: Take two courses from:

- BIO 101 - NPS Biological Concepts
- BIO 102 - NPS Human Heredity and Inherited Diseases
- BIO 103 - NPS Living with the Environment

Option 2: Take both:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life

Plus: Three additional courses in Biology (excluding 0-, 1- or 2-credit courses)

Biology Courses

BIO 101 - NPS Biological Concepts
4.00 credits. **(Natural and Physical Science Core Course)** Designed for the non-biology major. This course will present an overview of the major biological concepts and ideas emphasizing their relevance to our daily lives. The course is designed to stimulate discussion of current biological issues and is intended to provide an understanding of the basic mechanisms of life. *Students who have taken BIO 111 may not take this course. Hours: lecture 3, laboratory 3.

BIO 102 - NPS Human Heredity and Inherited Diseases
4.00 credits. **(Natural and Physical Science Core Course)** An overview of human heredity, providing the tools needed to make informed decisions on a variety of health-related issues with information on disease, medical technology, genetic engineering and biotechnology, and environmental factors affecting human health. As part of the laboratory, each student isolates copies of a small portion of his or her own mitochondrial DNA. Students work with international DNA databases to compare their DNA sequences to those from their classmates, from people around the world, and from ancient Neanderthal DNA, allowing them to observe evolution in a very personal way. **Corequisite(s):* BIO 102L. Hours: lecture 3, laboratory 3.

BIO 103 - NPS Living with the Environment
4.00 credits. **(Natural and Physical Science Core Course)** A lecture/laboratory course designed for non-science majors. Principles of environmental relationships and how living organisms play a role in those relationships and respond to changes in their environment are emphasized. Current problems with pollution, hazardous wastes, energy and population growth are examined in relation to those environmental principles. Hours: lecture 3, laboratory 3.

BIO 111 - Molecules, Cells, and Animal Systems
4.00 credits. The study of the chemical and cellular basis of life, human and animal anatomy and physiology, cellular reproduction, heredity and animal development. For Biology majors and those students taking additional biology courses. This course fulfills one of the Natural and Physical Sciences Core requirements for Biology majors. **Corequisite(s):* BIO 111L. *This course may not be taken for credit after completing BIO 101 without permission of the Department Chair. Hours: lecture 3, laboratory 3. Students must achieve an average grade of C- or above in BIO 111 and BIO 112 to continue in the major.

BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
4.00 credits. The evolution and diversity of organisms is examined by comparing representative forms of the five kingdoms and viruses. Discussion of plant structure and function and ecological principles is included. For Biology majors or those taking additional biology courses. **Corequisite(s):* BIO 112L. Hours: lecture 3, laboratory 3. Students must achieve an average grade of C- or above in BIO 111 and BIO 112 to continue in the major.

BIO 200 - NPS Human Anatomy and Physiology: The Basics
4.00 credits. **(Natural and Physical Sciences Core Course)** This course is an overview of the structure and function of the human integumentary, skeletal, muscular, digestive, cardiovascular, respiratory, nervous, and endocrine systems. Particular attention is given to dysfunction and diseases of the neuromuscular systems in populations commonly treated by music therapists. The laboratory will involve the observation of a prosected human cadaver, and small group work on experiments and a series of clinical case studies meant to reinforce anatomical and physiological principles discussed in lecture.

BIO 201 - Human Anatomy and Physiology I
4.00 credits. The study of structure and function of the human integumentary, skeletal, muscular, nervous and endocrine systems. Particular attention is given to structure and function as it relates to dysfunction and disease. Laboratory work involves dissection of a human cadaver. Enrollment limited to occupational therapy, music therapy and allied health majors. **Prerequisite(s):* BIO 101 or BIO 111, or permission of instructor. **Corequisite(s):* BIO 201L. Hours: lecture 3, laboratory 3. Fall semester.

BIO 202 - Human Anatomy and Physiology II
4.00 credits. A continuation of BIO 201. The study of structure and function of the human circulatory, respiratory, excretory, digestive and reproductive systems. Emphasis on these systems as they relate to homeostasis and disease. Laboratory work involves cat dissection and "hands-on" manipulation of instruments useful to the health profession student. Enrollment limited to occupational therapy, music therapy and allied health majors. **Prerequisite(s):* A grade of C- or above must be earned in BIO 201. **Corequisite(s):* BIO 202L. Hours: lecture 3, laboratory 3. Spring semester.

BIO 211 - Genetics
4.00 credits. An integrated and comprehensive review of classical, neo-Mendelian principles of heredity and molecular biology. Laboratory work involves Drosophila crosses and basic techniques employed for molecular investigations. **Prerequisite(s):* An average grade of C- or better in BIO 111 and BIO 112. **Corequisite(s):* BIO 211L. Hours: lecture 3, laboratory 3. Fall semester.

BIO 212 - Cell Biology
3.00 credits. Study of the cell from a molecular perspective and integrated approach. Morphological and physiological study of cells, cell mechanisms, and cell organelles are explained through understanding the interaction of biological molecules. Laboratory involves qualitative and quantitative investigations of cellular and molecular construction of enzymatic pathways through various extraction and analysis techniques. **Prerequisite(s):* BIO 211 or permission of instructor. Hours: lecture 3, laboratory 3. Spring semester.

BIO 212L - Cell Biology Laboratory
1.00 credit. Required for the Biotechnology major. The laboratory exercises demonstrate many of the important cell biology principles covered in the lecture course (BIO 212). **Corequisite(s):* BIO 212. Spring semester.

BIO 220 - Nutrition
4.00 credits. This course serves as an introduction to nutrition as it relates to biology and science. We will focus on the importance and role of the major nutrients and discuss how these nutrients are acquired and analyzed by the body. In addition, we will discuss the role of nutrition in the development, health and well-being of the individual. These concepts will be applied to personal health through nutritional assessment and dietary planning. **Prerequisite(s):* BIO 111. Hours: lecture 3, discussion 1. Fall semester.

BIO 225 - Geographic Information Systems: Fundamentals and Applications
4.00 credits. Everything that happens, happens somewhere. A geographic information system (GIS) is a tool to evaluate the importance of that "somewhere." Students will learn the fundamental scientific and technological principles underlying GIS and gain hands-on experience designing and using a GIS in real-world applications. Spring semester, alternate years.

BIO 235 - General Microbiology
4.00 credits. A study of the morphological, physiological and ecological characteristics of bacteria, as well as disease transmission and principles of control. A laboratory gives practice in the isolation and identification of bacteria. **Prerequisite(s):* BIO 112 and CH 105 or CH 213, or permission of instructor. Hours: lecture 3, laboratory 4. Spring semester.

BIO 274 - Biological Internship
Variable (0.00-4.00) credits Biological Internship 274 is a Signature Learning Experience that is intended for those students who are exploring career options in health care, and/or need observations hours for their intended post-baccalaureate programs. These experiences do not involve independent direct patient care, but instead, you will be participating in peripheral patient care through medical shadowing of Physician Assistants, Physical Therapists, Physicians, Nurses, Nurse Practitioner, Veterinarians, etc. Administrative positions such as Health Care Management/Administration, Medical Social Work, Wildlife Management, etc. are also possible, after consultation, with the Internship director. The credits earned in BIO 274 are free electives, and do not fulfill the requirements for a Biology elective.s **Signature Learning Experience: Internship.**

BIO 310 - Molecular Biology
3.00 credits. An upper-level course stressing study of current developments in molecular biology. Particular emphasis will be placed upon the theory of investigative molecular techniques. **Prerequisite(s):* BIO 111. Hours: 3. Fall semester.

BIO 310L - Molecular Biology Laboratory
1.00 credit. The molecular biology laboratory experiments offer hands-on experience with the modern techniques of molecular biology. Students become proficient in the techniques of cloning, agarose gel electrophoresis, polymerase chain reaction and DNA mutagenesis. Laboratory report writing skills are emphasized. **Corequisite(s):* BIO 310. Fall semester.

BIO 311 - Experimental Design in Cell Biology
4.00 credits. A practical and theoretical examination of current techniques employed to study cellular biology. Proficiencies in experimental design, data collection, data analysis, and critical review of current literature are

developed. Mammalian and plant tissue culture techniques, immunohistochemistry, ELISA, polyacrylamide and capillary electrophoresis, western analysis, and cellular apoptosis assessed by electron microscopy are emphasized. **Prerequisite(s):* 15 credit hours of biology, including BIO 212, and eight credit hours of chemistry. Fall semester.

BIO 313 - General Ecology
3.00 credits. The relationships between plants, animals and their environment are investigated with regard to energy flow, mineral cycling, physical and chemical parameters, population changes and community structure. **Prerequisite(s):* 16 credit hours of biology or permission of instructor. Hours: 3. Fall semester.

BIO 313L - General Ecology Laboratory
1.00 credit. Use of techniques and instrumentation for aquatic and terrestrial field studies, experimentation in such areas as population growth, competition, productivity and mineral cycling. **Corequisite(s):* BIO 313. Hours: 4. Fall semester.

BIO 314 - Behavioral Neurobiology
4.00 credits. This course aims to provide a comprehensive overview of behavioral neurobiology, with special emphasis on the neuroethological approach. Through lecture and primary literature discussions, students will gain a contemporary understanding of the historical development of the behavioral sciences, the major ethological and neurobiological concepts, and the principle mechanisms that govern behavior in animals and humans. **Prerequisite(s):* BIO 111 or PSY 125.

BIO 317 - Aquatic Ecology
4.00 credits. The study of physical, chemical and biological relationships in aquatic ecosystems as they relate to the survival and growth of organisms. The course will include laboratory and field experimentation using local aquatic ecosystems. **Prerequisite(s):* 15 credit hours of biology and eight credit hours of chemistry. Hours: lecture 3, laboratory 3. Fall semester.

BIO 318 - Marine Biology
3.00 credits. A study of the chemical and physical characteristics of marine ecosystems and the functional adaptations of marine organisms to those systems. Representative marine communities including rocky intertidal and coral reefs are examined in detail. The impacts of humans on marine environments also are discussed. **Prerequisite(s):* Eight credit hours of biology and four credit hours of chemistry. Hours: 3. Spring semester, alternate years.

BIO 320 - Conservation Biology
4.00 credits. Conservation biology is an applied scientific discipline devoted to understanding and preserving the world's biodiversity. We will examine in lecture and through a series of case studies how basic ecological principles are being applied to preserve biodiversity. The case studies will highlight conservation at the species, community, ecosystem, and biosphere levels and societal aspects of conservation. We will also experience local biodiversity via field trips, civic engagement, and species identification sessions. **Prerequisite(s):* BIO 112 or permission of the instructor. Spring semester, alternate years.

BIO 322 - Immunology
3.00 credits. A basic course encompassing immunity, serology, immunochemistry and immunobiology. Considered are antigenic specificity, humoral and cellular effector mechanisms, hypersensitivities, immunogenetics, tolerance and enhancement, tissue and tumor immunity, as well as recent methodological advances. **Prerequisite(s):* BIO 112 or permission of instructor. Hours: 3. Spring semester.

BIO 322L - Immunology Laboratory
1.00 credit. The immunology laboratory experiments demonstrate many of the research methods currently utilized for studying immunology. This includes ELISA, flow cytometry, cell culture and cellular cytotoxicity assays. Emphasis is placed upon assessing cellular and humoral effector mechanisms in vivo experimentation. **Corequisite(s):* BIO 322. Spring semester.

BIO 324 - General Physiology
3.00 credits. A functional study of vertebrate organs and organ systems. Attention focused on similarities and specialization in relation to function, with emphasis on functional adaptations to the environment. **Prerequisite(s):* BIO 112 or permission of instructor. Hours: 3. Spring semester.

BIO 324L - General Physiology Laboratory
1.00 credit. An investigation of selected physiological mechanisms, employing spectrophotometers, datagraphs, spirometers, oscilloscopes, electrocardiographs, electrophoresis and animal surgical techniques. **Corequisite(s):* BIO 324. Hours: 4. Spring semester.

BIO 326 - Concepts of Virology and Virus Research
2.00 credits. An introduction to viruses and the strategies that they use to cause disease. In addition, the course will focus on four viruses, with different replication strategies including the poliovirus, influenza virus, herpes simplex virus and simian virus 40. The course will allow students to increase their understanding of experimental strategies used to investigate viruses and use the topic of viruses as a means to analyze and critically evaluate the scientific literature. **Prerequisite(s):* BIO 212, BIO 235, BIO 324 , or permission by instructor. Graded Pass/No Pass. Spring semester.

BIO 335 - Microbial Ecology and Diversity
4.00 credits. An intensive look at the physiology of microorganisms and how microbial metabolism plays a role in the cycling of nutrients in nature. Students will be exposed to the techniques commonly used to study microorganisms in their natural environment. The concepts of using microorganisms for bioremediation also will be discussed. **Prerequisite(s):* BIO 235 or permission of instructor. Hours: lecture 3, laboratory 4. Fall semester, alternate years.

BIO 336 - Pathogenic Microbiology
3.00 credits. An intensive study of the disease-causing microorganisms of humans. General epidemiology and cellular processes of pathogenesis of bacteria and viruses will be examined. The human immune system also will be covered in context of how bacteria and viruses subvert host defenses to infect, survive and grow in the host. **Prerequisite(s):* BIO 235 or permission of instructor. Hours: lecture 3. Fall semester.

BIO 336L - Pathogenic Microbiology Lab
1.00 credit. Experience with a variety of techniques important in the study of pathogenesis will be covered in this course, including microbial culture techniques, extraction of DNA, PCR, cloning and use of sequence databases and DNA analysis programs to identify functional genes. This course will be used to teach research as a process and involves the development of a research proposal. **Corequisite(s):* BIO 336. Hours: 3. Fall semester.

BIO 341 - Comparative Mammalian Anatomy
4.00 credits. A comparative and embryological study of the morphology of selected representatives from the class Mammalia. Laboratory work involves dissection and demonstration of organisms from select mammalian species. **Prerequisite(s):* BIO 112. Hours: lecture 2, laboratory 4. Fall semester.

BIO 342 - Primates (AN 342)
4.00 credits. This course is a survey of the Order Primates using current taxonomic relationships to organize the content sequence of topics. Through an examination of the morphological characeristics, distribution, adaptation, and behaviors of non-human primates, this course will provide a context within which we can understand our unique place in the continuu, of nature. Selected topics such as social organization, reproduction and development, communication, cognition, and conservation will be coupled with the taxonomic survey. Fall semester.

BIO 343 - Human Origins (AN 343)
4.00 credits. Human Origins will examine the fossil, molecular, and archaeological record of human evolution providing a comprehensive survey of our biological and behavioral changes from the earliest proposed hominins to modern Homo sapiens. Important topics to be covered include bipedalism, the changing ecology of the Plio-Pleistocene, tool use, hominin interactions with their changing environments, increased brain size and intelligence, social behaviors, symbolic behaviors such as language and art, and other significant bio-cultural adaptations. Fall semester.

BIO 347 - Invertebrate Zoology
4.00 credits. A study of the evolution of invertebrate animals from simple to complex forms, structural and functional similarities and differences, and the evolutionary trends necessary for an understanding of basic adaptive features. **Prerequisite(s):* BIO 112 or permission of instructor. Hours: lecture 3, laboratory 3. Fall semester, alternate years.

BIO 352 - Developmental Biology
3.00 credits. A study of how differential gene expression, physical properties of cells, and signaling between cells contribute to development from a fertilized egg into a complex adult animal. Changes in development underlying evolutionary changes in animal form and effects of pollutants and other environmental factors on development are discussed. **Prerequisite(s):* BIO 211. Hours: 3. Fall semester, alternate years.

BIO 352L - Developmental Biology Laboratory
1.00 credit. Techniques such as grafting tissue and staining with vital dyes and antibodies are used. Experiments address questions about cell-cell signaling, differentiation, evolution of gene families, regeneration, and effects of UV radiation and pesticides on early vertebrate development. **Corequisite(s):* BIO 352. Hours: 3. Fall semester, alternate years.

BIO 354 - Molecular Evolution
3.00 credits. Basic principles of evolutionary biology, together with their application to explain organismal properties at all levels, from DNA to behavior are covered, with emphasis on DNA and protein evolution. **Prerequisite(s):* BIO 211. Hours: 3. Fall semester, alternate years.

BIO 354L - Molecular Evolution Laboratory
1.00 credit. Experience with a variety of techniques important in the study of evolution at the molecular level, including extraction of DNA and RNA from diverse tissue types, PCR, cloning, and use of sequence databases and DNA analysis programs to identify cloned sequence. **Corequisite(s):* BIO 354. Hours: 3. Fall semester, alternate years.

BIO 362 - Ecotoxicology
4.00 credits. The study of the fate and transport of toxic compounds in the environment. The toxicity of individual pollutants at the organismal, species, population and community levels is discussed. Risk assessment and risk management in ecological systems also are discussed. The course includes laboratory experimentation.

Prerequisite(s): 15 credit hours of biology and eight credit hours of chemistry. Hours: lecture 3, laboratory 4. Spring semester, alternate years.

BIO 370-378 - Special Topics in Biology
Variable credit. Courses of a specialized nature reflecting the interests of students and instructor. Courses are offered on a random basis. This course is repeatable for credit.

BIO 412 - Seminar in Biology
1.00 credit. Students will read and discuss articles in the biological literature dealing with major advances in biology. A paper and oral presentation on a subject related to the discussion is required. *Prerequisite(s):* Senior standing. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Spring semester.

BIO 473 - Advanced Internship in Biology
12.00 credits. This specialized internship experience is conducted off campus and supervised by a professional in the area. These experiences will be typically, but not limited to, industrial or academic laboratory work, fieldwork in medicine, public or the allied health disciplines. A maximum of twelve credit hours from Biology 473 may count as biology electives. Additional credits count as free electives. *Prerequisite(s):* Senior standing, majors, 2.70 cumulative grade point average with a 3.00 grade point average in the major. Must be taken for a full semester off campus for free elective credit only. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor

BIO 474 - Internship in Biological Sciences
Variable (0.00 to 4.00) credit(s). Work experience in a biological science-related field, including biotechnology, pharmaceuticals, health care, analytical laboratories and state agencies. A maximum of four credit hours from Biology 474 may count as biology electives. Additional credits count as free electives. *Prerequisite(s):* At least junior standing. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

BIO 480-489 - Independent Study in Biology
Variable credit. Opportunity for advanced students to engage in independent study on a topic of choice. *Prerequisite(s):* Approval of Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

BIO 491 - Research in Biology
Variable credit. An original research investigation planned and performed by students in consultation with faculty. A paper is written and major findings are presented orally to faculty and peers. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. A maximum of four credit hours from Biology 491 and 492 combined can count as biology electives. Additional credits count as free electives. A research experience totaling four credits is required for Honors in Biology. *Prerequisite: at least junior standing. *Prerequisite(s):* At least junior standing. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor. Fall semester. This course is repeatable for credit.

BIO 492 - Research in Biology
Variable credit. An original research investigation planned and performed by students in consultation with faculty. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. A maximum of four credit hours from Biology 491 and 492 combined can count as biology electives. Additional credits count as free electives. A research experience totaling four credits is required for Honors in Biology. *Prerequisite(s):* At least a junior standing. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor. Spring semester. This course is repeatable for credit.

BIO 527 - Immunology, Immunopathology and Infectious Diseases
3.00 Basic knowledge of immunity from the organism to the cellular level. The subject matter will focus upon how the immune system elicits protection against invasion by pathogenic organisms, and how these same responses may be damaging to the host. This course is provided through Drexel University College of Medicine for students in the 4+1 Biotechnology-Molecular Medicine cooperative program. Register by Instructor. Fall semester.

BIO 530 - Fundamentals in Molecular Medicine I
3.00 This course will provide a broad foundation of information in the biological sciences, with a more pronounced focus on the information necessary for the biotechnological industrial environment. This course represents an overview of key topics in the areas of biochemistry, molecular biology and genetics. This course is provided through Drexel University College of Medicine for students in the 4+1 Biotechnology-Molecular Medicine cooperative program. Register by Instructor. Fall semester.

BIO 531 - Fundamentals in Molecular Medicine II
2.00 This course (MIIM-531) represents an overview of key topics in the area of cell biology, cell physiology and their derangement in infectious disease. In addition to general principles, several individual cell types of wide biomedical importance will be examined in detail. This course is provided through Drexel University College of Medicine for students in the 4+1 Biotechnology-Molecular Medicine cooperative program. Register by Instructor. Spring semester.

BIO 533 - Fundamentals of Molecular Medicine V - Research Discussion and Problem Solving I
1.00 This course will be an adjunct course to the Fundamentals of Molecular Medicine course BIO 531 (Fundamentals of Molecular Medicine II). It will serve as a forum for discussion of the primary literature as it relates directly to the topics covered as lecture material in MIIM-531. The course will be of a Journal Club format. Each student will choose, in consultation with the instructor for a given week of MIIM-531, a recent paper from the primary literature, and prepare an oral presentation that will serve as a summary and critique of the paper. This course is provided through Drexel University College of Medicine for students in the 4+1 Biotechnology-Molecular Medicine cooperative program. Graded Pass/No Pass. Register by Instructor. Spring semester.

BIO 534 - Molecular Medicine Journal Club I
1.00 This course will be an adjunct course to the Fundamentals of Molecular Medicine course BIO 530 Fundamentals of Molecular Medicine I. It will serve as a forum for discussion of the primary literature as it relates directly to the topics covered as lecture material in BIO 530. The course will be of a Journal Club format. Graded Pass/No Pass. Register by Instructor. Fall semester.

BIO 540 - Viruses and Viral Infections
2.00 credits. This course will serve as an introduction to the basic aspects of the biology of viruses and viral infections, introducing concepts that relate to viral structure, replication and infection. The course is a requirement for the successful completion of the MS in Molecular Medicine from Drexel University College of Medicine. Register by Instructor. Fall semester.

BIO 541 - Bacteria and Bacterial Infections
2.00 credits. This course will serve as an introduction to the basic aspects of the biology of bacteria and bacterial infections, introducing concepts that relate to organism structure, replication and infection. The course is a requirement for the successful completion of the MS in Molecular Medicine from Drexel University College of Medicine. Register by Instructor. Spring semester.

BIO 542 - Mycology, Fungal Infections, and Antibiotics
2.00 credits. This course will serve as an introduction to the basic aspects of the biology of mycology and fungal infections, introducing concepts that relate to microorganism structure, replication and infection. The course will also focus on the structure and function of antibiotics and anti-fungal therapies. The course is a requirement for the successful completion of the MS in Molecular Medicine from Drexel University College of Medicine. Register by Instructor. Spring semester.

BIO 543 - Parasites and Parasitic Infections
2.00 credits. This course will serve as an introduction to the basic aspects of the biology of parasites and parasitic infections, introducing concepts that relate to microorganism structure, replication and infection. The course will also focus on the diversity of modes of infection and parasite life cycles, and the development of therapies. The course is a requirement for the successful completion of the MS in Molecular Medicine from Drexel University College of Medicine. Register by Instructor. Spring semester.

Department of Business

Ciocirlan (Chair), Angelis, Gabriel, Greenberg, Krichevskiy, Melvin, Miller, Neuhauser, Paul, Riportella, Sandu, Varamini, Williams

For more information, please visit the Department's website at www.etown.edu/depts/business.

VISION: To be nationally recognized as a premier business undergraduate program with a distinctive blend of the liberal arts and professional studies.

MISSION: We seek to create an environment in which students develop intellectual capacities in reasoning and judgment, gain a comprehensive knowledge of business disciplines, and apply it in experiential fashion. Our students will develop lifelong skills necessary to manage organizations effectively, with a keen appreciation of social responsibility and global citizenship. They will learn from and work with faculty with the highest academic credentials and extensive corporate experience who are committed to superior teaching and mentoring, and scholarship in the applied, theoretical, and pedagogical areas of business.

The Mission statement is available at www.etown.edu/depts/business/mission. It includes goals and student learning outcomes for each of the four majors in the Department of Business.

Professional Accreditation

Elizabethtown College, through its Department of Business, is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP). This requires the Department of Business to adhere to strict standards of excellence and undergo peer review of our programs and practices. Specifically, ACBSP has accredited our Accounting, Business Administration, and International Business majors.

Outcomes Assessment

The Department uses feedback from a variety of measures –student assignments, presentations, alumni surveys, results of the Major Field Test (MFT) in business, and employer surveys – to gauge the effectiveness of its academic programs and institute curricular improvements. Data from these instruments is gathered and reviewed by the Department's Assessment Committees. Based upon this review, the committees submit an annual report to the Department's faculty and discuss any changes to the curriculum or program.

The Department of Business is committed to enhancing students' written communication skills: generally, the quality of writing is graded in all 200-level or higher classes that require writing assignments (essays, discussion papers, etc.).

Internships

The Department of Business encourages students to have multiple internship experiences in Accounting, Business Administration, Economics, Finance, Financial Economics, Marketing, and International Business (the following courses: BA 470-474, AC 471, or FBE 470-474 could be used for credit internships) up to a combined maximum of 12 credits. Students will not be awarded internship credit a second time for work performed during a different term in the same position at the same company.

Majors Offered

The Department of Business offers majors in Accounting, Business Administration, International Business, Economics, Finance, Financial Economics, Marketing, and an inter-disciplinary major in Mathematical Business (B.S.).

Business students are also eligible to complete their degree under a co-op option. During the co-op experience, the students work full-time at an approved co-op site, also maintaining their status as enrolled students at Elizabethtown College. During co-op semesters, students are charged a $500 administrative fee and are registered for a zero credit BA 475 Business Co-Operative Fellowship. Scholarships and grants are deferred during co-op semesters. Financial aid is not awarded during co-op semesters. Any student participating in the co-op program should notify the Financial Aid Office as soon as possible. Students may choose to live on campus with standard room and board fees during their co-op experience, but must live in off-campus housing if they choose the co-op experience for a fifth year.

Minors Offered

The Department of Business offers minors in Business Administration, Economics, Family Business and Entrepreneurship, and Finance. Our faculty also teaches courses and shares advising for two inter-disciplinary minors Data Analytics and Arts Administration. See the Data Analytics Center website at www.etown.edu/centers/data-analytics/index.aspx for more details.

Honors in the Discipline

The Department of Business participates in the College's Honors in the Discipline Program. Business majors are allowed to overload up to 20 credits in one semester, without paying an overload fee, only in the case that they decide to pursue an Honors in the Discipline project taken for credit. Conducting an HID project is a significant learning opportunity for seniors who have excelled in the curriculum to conduct research resulting in publication in the proceedings from the Annual Student Conference in Business and Economics at Elizabethtown College. Invitations for the program are sent in April of each year. Students who are invited and accept to pursue an HID project should enroll in the BA 400 Senior Project in Business course in their senior year; it is suggested that they enroll for 2 (two) credits in Fall and 2 (two) credits in Spring.

For more information, please visit https://www.etown.edu/depts/business/honors.aspx.

Bachelor Degree Majors

Accounting (B.S.)

Preparation for entrance into the profession of accounting (public, private, or government) requires a basic business core in addition to a proficiency in accounting. Because of the importance of critical thinking, communication, technology, and quantitative techniques, students are urged to elect additional courses that strengthen these skills areas. Please refer to the Department of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for Accounting:

Students will be able to:

- Demonstrate knowledge of fundamental theories and principles in each functional area.
- Integrate and apply knowledge across functional areas.

- Communicate clearly and concisely in written and verbal forms.

The Accounting Major requires:

- AC 101 - Introduction to Accounting
- AC 205 - Intermediate Accounting I
- AC 206 - Intermediate Accounting II
- AC 270 - Cost Management Accounting
- AC 301 - Introduction to Taxation
- AC 310 - Accounting Information Systems
- AC 405 - Auditing
- One 300- or 400- level Accounting elective
- BA 101 - Business and Society
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- BA 215 - Principles of Marketing
- BA 248 - Quantitative Methods/Operations Management (EGR248)
- BA 265 - Management and Organizational Behavior
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- BA 331 - Business and Commercial Law for Accounting/Financial Professionals
- BA 495 - Business Policy and Corporate Strategy
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- FIN 325 - Corporate Finance
- MA 251 - MA Probability and Statistics

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- AC 101 - Introduction to Accounting
- BA 101 - Business and Society
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- EC 101 - SSC Principles of Macroeconomics
- Three Core courses (12 credits)

Second Year Suggested Courses:

- AC 205 - Intermediate Accounting I
- AC 206 - Intermediate Accounting II
- BA 215 - Principles of Marketing
- BA 248 - Quantitative Methods/Operations Management (EGR248)
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- EC 102 - SSC Principles of Microeconomics
- MA 251 - MA Probability and Statistics
- One Core course (4 credits)
- One Elective course (4 credits)

Third Year Suggested Courses:

- AC 270 - Cost Management Accounting
- AC 301 - Introduction to Taxation
- AC 310 - Accounting Information Systems
- BA 265 - Management and Organizational Behavior
- FIN 325 - Corporate Finance
- Two Core courses (8 credits total)
- One Elective course (4 credits)

Fourth Year Suggested Courses:

- AC 405 - Auditing
- BA 331 - Business and Commercial Law for Accounting/Financial Professionals
- BA 495 - Business Policy and Corporate Strategy
- One 300/400- Level Accounting Elective course (4 credits)
- Two Core courses (8 credits total)
- Two Elective courses (8 credits total)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Accounting major requirement and the Social Sciences core requirement.

MA 251 should be taken in the sophomore year. Students should take any necessary prerequisites in the first year depending on their math placement.

MA 251 will fulfill both the Accounting major requirement and the Mathematics core requirement.

BA 270 and BA 271 are to be taken in the sophomore year. Students should take BA 270 in the fall and BA 271 in the spring.

AC 205 and AC 206 should be taken in sequence normally beginning the fall of sophomore year.

For a suggested Four-Year Plan for the AC major, visit www.etown.edu/depts/business/advising/four-year-accounting.aspx.

CPA Certification/150-Hour Accounting Program

In order to become licensed as a certified public accountant (CPA), most states now require individuals to complete 150 credits of course work in addition to obtaining a bachelor's degree and passing the CPA exam. For those students planning to pursue this certification, the student's advisor will work with them to develop an individual plan to earn 150 credits that incorporates their state's specific requirements. Most students are able to complete the additional credits within their four years at Elizabethtown through a combination of AP credits, additional semester courses, internships, and/or summer courses. Alternatively, students wishing to pursue a master's degree can obtain the additional credit hours as part of their course of study in their master's program. Several colleges and universities have developed one-year master's degree programs for students who wish to pursue this option.

For further information: Contact Ms. Terrie Riportella, Edgar T. Bitting Professor of Accounting and Director of the Accounting Program.

Business Administration (B.S.)

Preparation to become a business leader requires a broad background in business, a global perspective, a knowledge of the behavioral and social sciences, and the ability to use quantitative and qualitative techniques in solving problems. The business core, the Core Program, and specific quantitative and qualitative requirements provide this background. A student will gain further understanding of specific areas of business by concentrating in one of six areas: **Accounting**, **Economics**, **Family Business and Entrepreneurship**, **Finance**, **Management, Marketing**. Please refer to the Department of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for Business Administration:

Students will be able to:

- Demonstrate knowledge of fundamental theories and principles in each functional area.
- Integrate and apply knowledge across functional areas.
- Communicate clearly and concisely in written and verbal forms.

A Business Administration major requires:

- AC 101 - Introduction to Accounting
- AC 270 - Cost Management Accounting
- BA 101 - Business and Society
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- BA 215 - Principles of Marketing
- BA 248 - Quantitative Methods/Operations Management (EGR248)
- BA 265 - Management and Organizational Behavior
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II

- BA 330 - Legal Environment of Business
- BA 495 - Business Policy and Corporate Strategy
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- FIN 325 - Corporate Finance
- MA 251 - MA Probability and Statistics

A student also must choose one of the concentrations described below:

A minimum of 11 credits beyond those listed above must be taken in the concentration area (at least eight of those 11 credits must be taken on the Elizabethtown College campus). If students choose to complete two or more concentrations, double counting across concentrations is not permitted.

Accounting concentration:

- AC 205 - Intermediate Accounting I
- AC 206 - Intermediate Accounting II
- One other Accounting elective

Economics concentration:

- EC 301 - Intermediate Microeconomics
- EC 302 - Intermediate Macroeconomics
- One other Economics elective

Entrepreneurship and Family Business concentration:

- FBE 380 - Entrepreneurship
- Two other Entrepreneurship electives

Finance concentration:

- FIN 424 - Investments
- FIN 425 - Advanced Financial Management
- One other Finance elective

Management concentration:

- BA 499 - Seminar in Management
- Two other Management electives

Marketing concentration:

- BA 416 - Marketing Management
- Two other Marketing electives

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- AC 101 - Introduction to Accounting
- BA 101 - Business and Society
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- Core course (4 credits)

Second Year Suggested Courses:

- BA 215 - Principles of Marketing
- BA 248 - Quantitative Methods/Operations Management (EGR248)
- BA 265 - Management and Organizational Behavior
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- MA 251 - MA Probability and Statistics
- Two Core courses (8 credits)
- One Elective course (4 credits)

Third Year Suggested Courses:

- AC 270 - Cost Management Accounting
- FIN 325 - Corporate Finance
- BA 330 - Legal Environment of Business
- One Business Concentration specific course (4 credits)
- Two Core courses (8 credits total)
- Two Elective courses (8 credits total)

Fourth Year Suggested Courses:

- BA 495 - Business Policy and Corporate Strategy
- Two Business Concentration specific courses (8 credits total)
- Three Core courses (12 credits total)
- Two Elective courses (8 credits total)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Business Administration major requirement and the Social Sciences core requirement.

MA 251 will fulfill both the Business Administration major requirement and the Mathematics core requirement.

MA 251 should be taken in the sophomore year. Students should take any necessary prerequisites in the first year depending on their math placement.

BA 270 and BA 271 are to be taken in the sophomore year. Students should take BA 270 in the fall and BA 271 in the spring.

For a suggested Four-Year Plan for the BA major, visit www.etown.edu/depts/business/advising/four-year-business-admin.aspx.

Business Data Science (B.S.)

Student Learning Outcomes for Business Data Science:

Students will be able to:

- Apply a strong knowledge related to computing, business, and mathematics in managerial decision making.
- Define and quantify business problems for the purposes of analytical investigation and decision-making.
- Analyze the interpretation of results and outputs from statistical analysis operations.
- Communicate statistical and analytical results and reports for the purpose of decision-making

The Business Data Science major requires:

- AC 101 - Introduction to Accounting
- BA 101 - Business and Society
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience

- BA 215 - Principles of Marketing or
- BA 265 - Management and Organizational Behavior

- BA 495 - Business Policy and Corporate Strategy or
- DS 452 - Data Science Capstone

- DS 200 - Introduction to Data Science
- DS 300 - Data Mining
- DS 400 - Big Data

- EC 101 - SSC Principles of Macroeconomics or
- EC 102 - SSC Principles of Microeconomics

- EC 410 - Econometrics or
- MA 252 - Statistical Methods in Research

- BA 330 - Legal Environment of Business
- FIN 325 - Corporate Finance
- MA 121 - MA Calculus I
- MA 200 - Applied Matrix Algebra
- MA 251 - MA Probability and Statistics
- CS 121 - Computer Science I
- CS 221 - Data Structures
- CS 309 - Database Systems
- DAT 315 - Machine Learning
- BA 470-474 - Internship in Business
- Two additional Business Administration, Computer Science, or Mathematics courses
- One MOOC

Suggested Four Year Planner:

Second Year Suggested Courses:

- BA 215 - Principles of Marketing **Or**
- BA 265 - Management and Organizational Behavior

- CS 221 - Data Structures
- DS 200 - Introduction to Data Science

- EC 101 - SSC Principles of Macroeconomics **Or**
- EC 102 - SSC Principles of Microeconomics

- MA 251 - MA Probability and Statistics

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- AC 101 - Introduction to Accounting
- BA 101 - Business and Society
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- CS 121 - Computer Science I
- MA 121 - MA Calculus I
- MA 200 - Applied Matrix Algebra

Third Year Suggested Courses:

- BA 330 - Legal Environment of Business
- FIN 325 - Corporate Finance
- CS 309 - Database Systems
- DAT 315 - Machine Learning
- DS 300 - Data Mining

- EC 410 - Econometrics **Or**
- MA 252 - Statistical Methods in Research

Fourth Year Suggested Courses:

- DS 400 - Big Data

- DS 452 - Data Science Capstone **Or**
- BA 495 - Business Policy and Corporate Strategy

Economics (B.A.)

Preparation for a career in economics requires a broad background in basic economic theory and an in-depth study of the quantitative tools important to the economist. In light of the emphasis on the quantitative approach to economic theory, students are advised to select courses in mathematics and computer science beyond those specifically required in the economics curriculum. Please refer to the Department of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for Economics:

Students will be able to:

- Demonstrate an understanding of economic theory, institutions, and policy making.
- Communicate ideas effectively.
- Employ quantitative and analytical skills.

An Economics major requires:

- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- EC 301 - Intermediate Microeconomics
- EC 302 - Intermediate Macroeconomics
- EC 309 - Introduction to Mathematical Economics
- EC 410 - Econometrics

- Three additional Economics courses
- MA 121 - MA Calculus I
- MA 251 - MA Probability and Statistics

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- MA 121 - MA Calculus I
- Two Core courses (8 credits total)

Second Year Suggested Courses:

- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- EC 301 - Intermediate Microeconomics
- MA 251 - MA Probability and Statistics
- Two Core courses (8 credits total)
- Three Elective courses (12 credits total)

Third Year Suggested Courses:

- EC 302 - Intermediate Macroeconomics
- Two Economics Elective courses (8 credits total)
- Two Core courses (8 credits total)
- Three Elective courses (12 credits)

Fourth Year Suggested Courses:

- EC 309 - Introduction to Mathematical Economics
- EC 410 - Econometrics
- One Economics Elective course (4 credits)
- One Core course (4 credits)
- Four Elective courses (12 credits)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Economics major requirement and the Social Sciences core requirement.

MA 251 will fulfill both the Economics major requirement and the Mathematics core requirement.

For a suggested Four-Year Plan for the Economics major, visit www.etown.edu/depts/business/advising/four-year-economics.aspx.

Finance (B.S.)

A Finance major should demonstrate the ability to organize financial information and data, in order to solve complex financial problems. They should also be able to communicate financial information in written and oral forms.

Please refer to the Department of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for the Finance major:

Students will be able to:

- Demonstrate ability to organize and analyze financial information.
- Apply financial information to solve financial problems.
- Demonstrate ability to communicate to others complex financial information, in written and verbal forms.

The Finance major requires:

- AC 101 - Introduction to Accounting
- AC 270 - Cost Management Accounting
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- BA 215 - Principles of Marketing
- BA 265 - Management and Organizational Behavior
- MA 251 - MA Probability and Statistics
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II

- BA 330 - Legal Environment of Business or
- BA 331 - Business and Commercial Law for Accounting/Financial Professionals

- FIN 325 - Corporate Finance
- FIN 327 - International Financial Management
- FIN 412 - Financial Derivatives - Futures and Options
- FIN 420 - Financial Institution Management
- FIN 424 - Investments
- FIN 425 - Advanced Financial Management

- BA 470-474 - Internship in Business

8 credits from the following:

- AC 205 - Intermediate Accounting I
- AC 206 - Intermediate Accounting II
- FIN 415 - Applied Financial Analysis
- FIN 426 - Student Managed Investment Portfolio
- MA 252 - Statistical Methods in Research
- EC 410 - Econometrics

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- AC 101 - Introduction to Accounting
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- Five Core courses (20 credits)

Second Year Suggested Courses:

- AC 270 - Cost Management Accounting
- BA 215 - Principles of Marketing
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- FIN 325 - Corporate Finance
- MA 251 - MA Probability and Statistics
- Two Core courses (8 credits total)

Third Year Suggested Courses:

- BA 265 - Management and Organizational Behavior

- BA 330 - Legal Environment of Business
  Or
- BA 331 - Business and Commercial Law for Accounting/Financial Professionals

- BA 470-474 - Internship in Business
- FIN 327 - International Financial Management
- FIN 412 - Financial Derivatives - Futures and Options
- FIN 420 - Financial Institution Management

- Two Core courses (8 credits total)

Fourth Year Suggested Courses:

- FIN 424 - Investments
- FIN 425 - Advanced Financial Management
- Two Finance Elective courses (8 credits total)
- Two Elective courses (8 credits total)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Finance major requirement and the Social Sciences core requirement.

MA 251 will fulfill both the Finance major requirement and the Mathematics core requirement.

MA 251 should be taken in the sophomore year. Students should take any necessary prerequisites in the first year depending on their math placement.

BA 270 and BA 271 are to be taken in the sophomore year. Students should take BA 270 in the Fall and BA 271 in the Spring.

FIN 325 should be taken either in the 2nd or 3rd year, as it is a prerequisite for many upper level classes.

For a suggested Four-Year Plan for the Finance major, visit www.etown.edu/depts/business/advising/four-year-business-admin.aspx.

Financial Economics (B.S.)

The Financial Economics major provides students with knowledge and understanding of economic theory, financial principles and institutions, and quantitative and computational techniques. The major prepares students for a wide range of careers in business, but especially in financial institutions, and government organizations, as well as graduate study in Economics, Finance, and Business.

Student Learning Outcomes for Financial Economics:

Students will be able to:

- Demonstrate knowledge and understanding of principles of economics, finance, and statistics.
- Demonstrate proficiency in the use of statistical and business-related software.
- Write business documents clearly, concisely, and analytically.
- Speak in public clearly, concisely, and analytically, with appropriate use of visual aids.

The Financial Economics major requires:

- AC 101 - Introduction to Accounting
- BA 320 - Introduction to Data Analytics in Business
- EC 101 - SSC Principles of Macroeconomics

- EC 102 - SSC Principles of Microeconomics
- EC 301 - Intermediate Microeconomics
- EC 302 - Intermediate Macroeconomics
- EC 309 - Introduction to Mathematical Economics
- EC 410 - Econometrics
- FIN 325 - Corporate Finance
- FIN 420 - Financial Institution Management
- FIN 424 - Investments
- FIN 426 - Student Managed Investment Portfolio
- MA 121 - MA Calculus I
- MA 251 - MA Probability and Statistics
- One additional Economics elective
- One additional Finance elective

Suggested Four Year Planner:

First Year Suggested Courses:

- AC 101 - Introduction to Accounting
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- MA 251 - MA Probability and Statistics

Second Year Suggested Courses:

- BA 320 - Introduction to Data Analytics in Business
- EC 301 - Intermediate Microeconomics
- EC 302 - Intermediate Macroeconomics
- FIN 325 - Corporate Finance
- MA 121 - MA Calculus I

Third Year Suggest Courses:

- FIN 420 - Financial Institution Management
- FIN 424 - Investments
- FIN 426 - Student Managed Investment Portfolio
- Finance Elective course (4 credits)

Fourth Year Suggested Courses:

- EC 309 - Introduction to Mathematical Economics
- EC 410 - Econometrics
- Economics Elective course (4 credits)

Notes:

Students may take EC 101 and EC 102 in any sequence.

EC 101 or EC 102 will fulfill both the Financial Economics major requirement and the Social Sciences core requirement.

MA 251 will fulfill both the Financial Economics major requirement and the Mathematics core requirement.

MA 251 should be taken in the sophomore year. Students should take any necessary prerequisites in the first year depending on their math placement.

For a suggested Four-Year Plan for the FE major, visit the Business Dept. website at www.etown.edu/business.

International Business (B.S.)

Preparation for a career in international business requires an understanding of foreign cultures, language, and cross-cultural interaction skills, a broad background in business, an internship, and skills in a functional area of business. A student will gain further understanding of specific areas of business by concentrating in one of five areas: **Accounting**, **Economics**, **Finance**, **Management**, or **Marketing**. Please refer to the Department of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes for International Business:

- Demonstrate knowledge of fundamental theories and principles in each functional area.
- Integrate and apply knowledge across functional areas.
- Communicate clearly and concisely in written and verbal forms.
- Develop oral proficiency in a foreign language.
- Demonstrate awareness of cross-cultural differences and application of cross-cultural skills.

An international business major must complete the following requirements in the four components of the program:

Foreign Culture and International Interaction

Requirements for the foreign culture and international interaction component include:

- BA 197 - Introduction to International Business
- BA 257 - Exporting and Importing
- BA 258 - Global Business Negotiations

- PS 150 - NCH Introduction to Comparative Politics or
- PS 245 - NCH International Relations

- EC 307 - International Economics or
- EC 311 - Economic Development

- FIN 327 - International Financial Management
- BA 337 - International Legal and Ethical Environment of Business
- BA 497 - International Business Seminar

Business Studies

Requirements for the business studies component include:

- AC 101 - Introduction to Accounting
- AC 270 - Cost Management Accounting
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- BA 215 - Principles of Marketing
- BA 248 - Quantitative Methods/Operations Management (EGR248)
- BA 265 - Management and Organizational Behavior
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- BA 470-474 - Internship in Business
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- FIN 325 - Corporate Finance
- MA 251 - MA Probability and Statistics

And a minimum of 11 credits in one of the following concentrations:

If students choose to complete two or more concentrations, double counting of courses across concentrations is not permitted.

Accounting concentration:

- AC 205 - Intermediate Accounting I
- AC 206 - Intermediate Accounting II
- One additional Accounting elective

Economics concentration:

- EC 301 - Intermediate Microeconomics
- EC 302 - Intermediate Macroeconomics
- One additional Economics elective

Entrepreneurship and Family Business Concentration

- FBE 380 - Entrepreneurship
- Two additional Entrepreneurship and Family Business Electives

Finance concentration:

- FIN 424 - Investments
- Two additional Finance electives

Management concentration:

- BA 499 - Seminar in Management
- Two additional Management electives

Marketing concentration:

- BA 416 - Marketing Management
- Two additional Marketing electives

Self-Designed Concentration:

A student who is majoring in International Business and wishes to declare a self-designed concentration will ordinarily need to do so in writing **after** completing 48 credit hours. The student will consult with his/her faculty advisor to prepare the proposal and the supporting documents. The student will submit a program of study and the supporting documents to the Department Chair, who will review it together with the Curriculum Review Committee (departmental committee). If approved by the Curriculum Review Committee, the proposal will be reviewed by all business faculty via Department meeting. Once the proposal is discussed and voted on by the department faculty, the Chair informs the student and faculty advisor about the decision.

The proposal for a self-designed concentration must have the following components:

- A personal statement of intent (300-word minimum) that explains the reason for requesting the self-designed concentration; the statement of intent should include the reason/rationale for the request and the expected learning outcomes;
- List of the courses the student intends to complete

For the self-designed concentration to be approved, it should meet the following criteria:

- Be composed of no less than 11 credit hours
- Include at least 8 credit hours taken at Elizabethtown College
- Include at least 8 credit hours unique to this concentration (cannot be counted for any other major, minor, concentration, or CORE)
- Demonstrate a cohesive plan of rigorous study (For instance, through taking the 300- or 400-level courses/and or courses related to a common theme/field of study)

The Department Chair and the faculty advisor must approve any changes to the self-designed concentration.

See more information on concentrations here: https://www.etown.edu/dept/business/advising/ibconcentrations.aspx

Modern Languages

Requirements for the modern language component include 211 and 212 of a modern language and a minimum rating of Intermediate High/1+ on the American Council on the Teaching of Foreign Languages (ACTFL) scale for French, German or Spanish. Those pursuing the Japanese language must achieve the designated level of the Japanese Foundation Proficiency Test. For the Chinese language, the requirements include CHN 211 and CHN 212 and at least six additional credit hours of Chinese language completed in China during the semester of study abroad.

Experiential Learning

To meet requirements of the experiential learning component, a student must complete an internship, and study abroad in a foreign country where the target language is spoken. The study-abroad requirement is at least one semester with a program approved by the Department of Business and the Office of Registration and Records.

Admission to the International Business major is limited to 25 first-year students each year in order to maintain the quality of the program and to provide the necessary assistance for each student. Transfers are permitted from within the College or from other institutions on a space-available basis.

First-year international business majors are selected by the Department of Business faculty. The selection process includes consideration of: 1) academic accomplishments, 2) motivation and aptitude, 3) preparation for international business study, 4) leadership and communications, and 5) interest in international business.

A prospective student must submit an application with all supporting documents to the Admissions Office before March 15. Applications received after March 15 only will be considered on a space-available basis.

Foreign students who are majoring in International Business should consult with the Director of the program during their first year to discuss their specific course requirements.

Admission to the International Business program does not imply that a student is guaranteed completion of the entire course of study. Generally, a student needs a 3.00 grade point average to qualify for a study-abroad program which is a requirement for graduation in this major.

For further information: Contact Dr. Hossein Varamini, Program Director.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- AC 101 - Introduction to Accounting
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- BA 197 - Introduction to International Business
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- Two Language courses (211 and 212) (8 credits total)

Second Year Suggested Courses:

- BA 215 - Principles of Marketing
- BA 257 - Exporting and Importing
- BA 258 - Global Business Negotiations

- BA 265 - Management and Organizational Behavior
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- FIN 325 - Corporate Finance
- MA 251 - MA Probability and Statistics
- PS 245 - NCH International Relations
- Guided Writing and Research Core course (4 credits)

Third Year Suggested Courses:

- AC 270 - Cost Management Accounting
- BA 248 - Quantitative Methods/Operations Management (EGR248)

- EC 307 - International Economics **Or**
- EC 311 - Economic Development
- Core course (4 credits)

Spring Semester (Study Abroad)

- FCII Foreign Culture and International Interaction (4 credits)
- Language course (4 credits)
- Core course (4 credits)
- Elective course (4 credits)

Fourth Year Suggested Courses:

- BA 337 - International Legal and Ethical Environment of Business
- BA 497 - International Business Seminar
- Three Business Concentration specific courses (12 credits)
- Two Core courses (8 credits)
- One Elective course (4 credits)

Notes:

Specific entry-level course in language will be determined after results of language placement test are received. Students interested in completing a Spanish minor should speak with the Modern Language Department regarding the specific Spanish minor language level requirements.

Refrain from fulfilling the Western Cultural Heritage, Non-Western Cultural Heritage or Creative Expression requirements of the core before going abroad. This suggestion is because an International Business major could take some of the courses in these core areas during the study-abroad period.

If a student has an interest in accounting, he or she should enroll in the beginning accounting course (AC 101) in the first year.

Normally, by the junior year, a major in International Business chooses one of the following as an area of concentration: Accounting, Finance, Economics, Management, or Marketing.

International students are not required to take foreign language courses for their International Business major. However, students are required to take an Ancient or Modern Language to satisfy their core Power of Language - Other requirement.

EC 101 or EC 102 will fulfill both the International Business major requirement and the Social Sciences core requirement.

PS 150 or PS 245 will fulfill both the International Business major requirement and the Non-Western Cultural Heritage core requirement.

MA 251 will fulfill both the International Business major requirement and the Mathematics core requirement.

BA 270 and BA 271 should be taken in the second year. Students should take BA 270 in the fall and BA 271 in the spring.

For a suggested Four-Year Plan for the International Business major, visit www.etown.edu/depts/business/advising/four-year-int-business.aspx.

Marketing (B.S.)

Preparation to become a successful marketer requires both a strong foundation in marketing as well as a broad background in general business topics, a global perspective, a knowledge of the behavioral and social sciences, and the ability to use quantitative techniques in solving problems. The business core, the Core Program, and specific quantitative and qualitative requirements provide this background. Please refer to the Department of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

Student Learning Outcomes:

Students will be able to:

- Possess an understanding of fundamental and advanced marketing concepts.
- Integrate and apply marketing concepts.
- Identify the nature and scope of the specific tasks and decisions facing marketing managers.

The Marketing major requires:

- AC 101 - Introduction to Accounting
- AC 270 - Cost Management Accounting
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- MA 251 - MA Probability and Statistics
- BA 101 - Business and Society
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- BA 215 - Principles of Marketing
- BA 265 - Management and Organizational Behavior
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II

- BA 330 - Legal Environment of Business
- BA 495 - Business Policy and Corporate Strategy
- FIN 325 - Corporate Finance

Students must also choose one of the tracks described below:

Category Management Track:

- BA 311 - Marketing Research **Or**
- BA 320 - Introduction to Data Analytics in Business

- BA 312 - Promotional Management
- BA 313 - Services and Retail Marketing
- BA 319 - Consumer Behavior
- BA 496 - Category Management Seminar
- Approved Elective course (4 credits)

Advertising and Promotional Management Track:

- BA 312 - Promotional Management
- BA 315 - Internet Marketing
- BA 319 - Consumer Behavior
- COM 130 - Visual Communications

- COM 351 - Intro to Public Relations **Or**
- EN 285 - Business and Public Relations Writing

- Approved Elective course (4 credits)

Sales Management Track:

- BA 313 - Services and Retail Marketing
- BA 314 - Sales and Sales Management
- BA 319 - Consumer Behavior

- FBE 380 - Entrepreneurship **Or**
- FBE 385 - New Venture Creation

- Two approved Elective courses (8 credits total)

Marketing Analytics Track:

- BA 248 - Quantitative Methods/Operations Management (EGR248)
- BA 311 - Marketing Research
- BA 320 - Introduction to Data Analytics in Business
- DAT 200 - Data Analytics
- DAT 300 - Big Data and Statistical Analysis

- DAT 320 - Advanced SQL
- Approved Elective course (4 credits)

Self-Designed Track:

- BA 319 - Consumer Behavior
- Five Approved Elective courses (20 credits total)

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- AC 101 - Introduction to Accounting
- BA 101 - Business and Society
- BA 105 - Managerial Communication and Student Career Preparedness
- BA 110 - Business Orientation
- BA 111 - First Year Business Experience
- BA 215 - Principles of Marketing
- EC 101 - SSC Principles of Macroeconomics
- Core course (4 credits)

Second Year Suggested Courses:

- BA 265 - Management and Organizational Behavior
- BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
- BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
- EC 102 - SSC Principles of Microeconomics
- MA 251 - MA Probability and Statistics
- Two Marketing Track courses (6-8 credits total)
- Core course (4 credits)
- Elective course (4 credits)

Third Year Suggested Courses:

- AC 270 - Cost Management Accounting
- BA 330 - Legal Environment of Business
- FIN 325 - Corporate Finance
- Two Marketing Track courses (6-8 credits total)
- Two Core courses (8 credits total)
- Elective course (4 credits)

Fourth Year Suggested Courses:

- BA 495 - Business Policy and Corporate Strategy
- One or two Marketing Track courses (4-8 credits)
- Three Core courses (12 credits)
- Three Elective courses (12 credits)

Academic Minors

Business Administration Minor

Please refer to the Department of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

The Business Administration minor requires 24 credits of course work:

- AC 101 - Introduction to Accounting
- EC 101 - SSC Principles of Macroeconomics
- BA 265 - Management and Organizational Behavior
- BA 330 - Legal Environment of Business
- Two Business electives at the 200-level or above

Economics Minor

Please refer to the Department of Business website for additional information and requirements: www.etown.edu/depts/business/advising.

The Economics minor requires 20 credits of course work:

- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- EC 301 - Intermediate Microeconomics
- EC 302 - Intermediate Macroeconomics
- One Economics elective

Family Business and Entrepreneurship Minor

The focus of the Family Business and Entrepreneurship minor is on entrepreneurial family businesses and new ventures and their use of innovation as the main growth engine. The minor develops the skills needed to lead and perform effectively as a member of a family business and to recognize and capitalize on opportunities to launch new ventures. The program provides students with hands-on skills through internship and externship activities, mentoring and networking opportunities, applied projects and live case studies and guest speaker lectures offered by enterprising families and new ventures. The S. Dale High Center for Family Business at Elizabethtown College strongly supports the minor. Students who plan on pursuing a career in a family business or entrepreneurial sector after graduation are particularly encouraged to enroll. Ultimately, the capabilities learned through the minor are

essential for the success of any business regardless of its size and scope. Open to all majors, except Business Administration, International Business, and Accounting

For further information, contact the Family Business and Entrepreneurship Minor Director, Dr. Petru Sandu, Department of Business.

Student Learning Outcomes for Family Business and Entrepreneurship Minor:

Students will be able to:

- Demonstrate an entrepreneurial mindset that allows them to identify and capitalize on opportunities.
- Identify strategies for turning the unique traits of family businesses into sustainable competitive advantage.
- Demonstrate knowledge of succession planning, best practices in governing a family business, and effective communication and conflict resolution in family firms.
- Develop abilities to work effectively in a team.
- Demonstrate competencies in assessing their family firm or start-up using a well-defined framework.

The Family Business and Entrepreneurship minor requires 20 credits of course work:

The following courses are required:

- FBE 380 - Entrepreneurship
- FBE 384 - The Family as Entrepreneur
- FBE 385 - New Venture Creation
- FBE 494 - Family Business Governance and Succession Planning

Choose one of the following:

- AC 101 - Introduction to Accounting
- BA 265 - Management and Organizational Behavior
- BA 330 - Legal Environment of Business
- EC 102 - SSC Principles of Microeconomics
- FBE 450 - Entrepreneurship in Emerging Economy

- BA 470-474 - Internship in Business or
- FBE 470-474 - Internship in Family Business and Entrepreneurship

Finance minor

The Finance minor requires:

- AC 101 - Introduction to Accounting
- FIN 325 - Corporate Finance

Choose any four courses from the following:

- FIN 327 - International Financial Management
- FIN 412 - Financial Derivatives - Futures and Options

- FIN 420 - Financial Institution Management
- FIN 424 - Investments
- FIN 425 - Advanced Financial Management

Accounting Courses

AC 101 - Introduction to Accounting
4.00 credits. An introduction to the basic accounting methods, principles and financial statements used for external reporting. This course introduces students to accounting in a way that demonstrates its importance to society and relevance to their future careers. In addition to developing an adequate technical knowledge of accounting principles; critical thinking, communications, organizational, and interpersonal competencies will be developed and reinforced through a combination of class discussion and problems.

AC 205 - Intermediate Accounting I
4.00 credits. A study of generally accepted accounting principles and international standards as applied to asset transactions in the corporate financial reporting environment. Beginning with a brief review of introductory topics including the accounting cycle and financial statements and quickly moving to more challenging and complex topics regarding how to properly record transactions for different types of assets, acceptable alternatives, and the accounting treatment of related income statement transactions. Emphasis on valuation, classification, disclosure and cutoff. **Prerequisite(s):* AC 101.

AC 206 - Intermediate Accounting II
4.00 credits. A continuation of AC 205. The course includes an in-depth examination of the liabilities and stockholder's equity sections of the balance sheet with detailed discussion of how to account for bonds payable, long-term notes, employee pensions and benefits, and the issuance of stock. Calculation of earnings per share, how to correct errors in the financial statements, preparation of the statement of cash flows and deferred income taxes also are discussed. **Prerequisite(s):* AC 205.

AC 270 - Cost Management Accounting
4.00 credits. An understanding of how costs behave - cost-volume and profit analysis; are collected - job costing and process costing; are assigned - activity-based costing; are managed - strategic-based responsibility accounting; are measured - budgets and variance analysis; and are used in decision making - pricing and alternative use of capital. Multinational considerations also are included. **Prerequisite(s):* AC 101.

AC 301 - Introduction to Taxation
4.00 credits. Following the American Institute of Certified Public Accountants (AICPA) recommended Model Tax Curriculum, this course introduces a broad range of tax topics and principles of federal income taxation of individuals, corporations, and partnerships. Understanding various types of taxes in the U.S. system and the basis for the federal income tax system is emphasized. Tax concepts that relate to individual taxpayers, and identifying the similarities and differences of individual taxation items to the taxation of business entities are learned, emphasizing the role of taxation in the business decision-making process, tax law and research, and concepts application. **Prerequisite(s):* AC 101 or permission of instructor.

AC 302 - Advanced Studies in Taxation
4.00 credits. This course follows the American Institute of Certified Public Accountants (AICPA) recommended Model Tax Curriculum. Students will develop advanced technical and technological skills in entity taxation, the tax effects of multijurisdictional commerce and advanced issues facing individual taxpayers, including retirement, estate/gift issues, and financial planning. Advanced skills with tax research materials are developed, as is an

appreciation for the work ethic and professional responsibilities. Emphasis will be placed on learning to employ tax law in various financial and tax-planning techniques. **Prerequisite(s):* AC 301.

AC 304 - Forensic Accounting
4.00 credits. This course introduces students to the specialty practice area of forensic accounting. Students will study the growing role of the forensic accountant, what differentiates forensic accountants from traditional auditors, the causes of fraud, and the perpetrator's motivations. Topics include: money laundering, identity theft, fraudulent investment schemes, litigation support, and the importance of internal controls. Students will examine the ethical issues in accounting, risk assessment and how to investigate and respond to fraud in the workplace. **Prerequisite(s):* AC 206. Spring semester.

AC 307 - International Accounting
2.00 credits. The course examines a variety of accounting and business issues encountered by multi-national organizations. Specific topics include: comparative worldwide accounting diversity, international financial statement analysis, global strategic accounting issues, international corporate governance and social responsibility, international taxation, transfer pricing and auditing. **Prerequisite(s):* AC 206 or permission of instructor.

AC 310 - Accounting Information Systems
4.00 credits. An introduction to the components of an accounting information system and its relationship to the overall management information system. The use of information to support the planning, analysis, and reporting of business activities using fully integrated information systems is discussed. Students are introduced to system design and documentation, including flowcharting and control procedures. The course utilizes practical case problems, contemporary readings, and exercises incorporating accounting software to reinforce classroom theory with hands-on knowledge. All major transaction processing cycles and the effect on the accuracy of accounting information are reviewed. **Prerequisite(s):* AC 206.

AC 370-378 - Special Topics in Accounting
Variable credit. Courses of special interest to the student and the instructor offered on an occasional basis. This course is repeatable for credit.

AC 405 - Auditing
4.00 credits. A study of auditing theory and standards, professional ethics, auditor's legal liability, and the audit process. Students learn about risk assessment, internal control systems, audit evidence, working papers, quality control, statistical sampling, implications of computer-based systems to the audit process, and the preparation of audit reports. **Prerequisite(s):* AC 310 or permission of instructor.

AC 406 - Advanced Accounting
4.00 credits. A study of advanced accounting topics including business combinations, consolidated financial reporting according to US GAAP, worldwide accounting practices and foreign currency transactions, partnerships, and special accounting topics such as business liquidations and reorganizations, joint ventures, and accounting for derivatives. **Prerequisite(s):* AC 206.

AC 471 - Internship in Accounting
Variable (0.00 to 12.00) credit(s). Students gain accounting experience working for either a public accounting firm, a business organization, or a governmental agency. A maximum of four credit hours from AC 471 may count as an accounting elective. Additional credits count as free electives. A maximum of twelve credit hours total from AC 471 and BA 470-474 may be earned. **Prerequisite(s):* Approval of Accounting Director or Department Chair. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

AC 474 - Volunteer Income Tax Assistance Program
2.00 credits. A hands-on opportunity to apply knowledge that was learned in Accounting 301 by preparing income tax returns under the Volunteer Income Tax Assistance (VITA) Program of the Internal Revenue Service in an experiential-learning environment. Students interact with clients, accumulate their tax information and prepare their federal, state and local income tax returns using tax software. **Prerequisite(s):* AC 301. **Signature Learning Experience: Community-Based Learning.** Register by Instructor.

AC 480-489 - Independent Study in Accounting
Variable credit. Independent study and research on a problem or topic in the field of accounting. **Prerequisite(s):* Approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

Business Administration Courses

BA 101 - Business and Society
4.00 credits. Managers function within an environment and their actions influence a number of stakeholders who in turn influence managerial decision making. Environmental awareness is increased by describing and analyzing seven sub-environments: stakeholder, economic, political, social, ethical, competitive and ecological. The course provides a context for other courses in the program and acquaints students with the dynamics of managing in the business, public and nonprofit sectors of the U.S. economy. Register by Instructor.

BA 105 - Managerial Communication and Student Career Preparedness
1.00 credit. Students will study written communication techniques used in the business world. They will learn the basics of memorandums, emails, and business letters. They will also learn how to find and apply effectively for internships with real organizations. The course also provides students with skills for using data to support business communication. **Prerequisite(s):* This course is restricted to Business majors only and must be taken in the first year.

BA 110 - Business Orientation
1.00 credit. The purpose of this course is to integrate the freshman business student and those entering the business department for the first time to the educational learning environment of the College, Department, and Business Environment. Students will receive extensive orientation about the process that should be used to transition into a successful student within the business department. Students will acquire the necessary tools to build and manage their academic curriculum as well as co-curricular activities that will support their learning plan used to satisfy college and business department requirements. This course is required of all Business majors. Spring semester.

BA 111 - First Year Business Experience
0.00 credit. This course provides students with real world business exposure through group work tied to local Elizabethtown businesses. The students will be designated into teams and perform analysis pertaining to a business problem. They will present their findings to the business and faculty at the end of the semester. This course parallels with the liberal arts first year experience. Therefore, business students through the first-year experience and our first year business experience will come away with a comprehensive understanding of how business operates in society. This will help them prepare for a career in business and appreciate the value of being a life-long learner. This course is required of all Business majors. **Signature Learning Experience: Community-Based Learning.** Graded Pass/No Pass. Spring semester.

BA 161 - Career Planning Seminar
1.00 credit. This seminar will provide students the opportunity to assess their strengths and weaknesses in order that they may be better able to determine an appropriate career choice. In addition, they will become acquainted with career opportunities available to them in business and the types of companies with whom they may wish to be

employed. Finally, they will be introduced to career planning techniques that will assist them in creating their own plan. Spring semester.

BA 165 - Personal Financial Planning
2.00 credits. This course provides students with detailed information, methods, and techniques to effectively evaluate alternative courses of action and make informed financial decisions regarding basic personal finance. The course focuses on situations that students will encounter as they become financially independent. Topics include: budgeting, credit and money management, tax basics, purchasing and insurance issues, and basic investment concepts.

BA 197 - Introduction to International Business
4.00 credits. An introduction to the international business environment, including the political, social, economic and cultural dimensions of foreign countries. Introduces theories and practical aspects of international business from both a cultural and functional perspective. Students develop their understanding of the differences between foreign cultures and their own culture and improve the interaction skills necessary to function effectively in the global community. Register by Instructor.

BA 215 - Principles of Marketing
4.00 credits. An introductory course emphasizing key concepts and issues underlying the marketing process and how it operates in today's dynamic organizations. The marketing mix is examined on a broad scale, with students developing an understanding of how decisions in each element impact and influence the others. Among the topics covered are segmentation, consumer behavior, product development, promotional campaigns, marketing research, distribution planning and pricing strategies. The course will culminate in a final project or major case study, with students developing and presenting a marketing plan.

BA 248 - Quantitative Methods/Operations Management (EGR248)
4.00 credits. Usage of quantitative methods and operations management concepts to optimize business decisions is learned. The quantitative methods covered are forecasting, decision making, decision analysis, and inventory management. The operations management concepts are project management, statistical process control, materials requirement planning, enterprise resource planning, scheduling, reliability, acceptance sampling and learning curves. **Prerequisite(s):* MA 251.

BA 255A - Advanced Ethics: Business (PH 255A)
4.00 credits. Business Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the actual practice of business.

BA 257 - Exporting and Importing
2.00 credits. Focus on the management of flow of goods and services across national borders to enhance the competitiveness of small- and medium-size firms, including market research, agent selection, export financing, government regulation, transportation, insurance and documentation. Register by Instructor.

BA 258 - Global Business Negotiations
2.00 credits. Students acquire knowledge about effective negotiation techniques across national borders. A framework is provided to guide students in understanding the process of developing negotiation skills in business transactions and learning to close deals, create value, resolve disputes and reach lasting agreements with counterparts in other countries. Register by Instructor.

BA 265 - Management and Organizational Behavior
4.00 credits. Critical management issues in planning, organizing, leading and controlling -within the framework of understanding why and how people interact with one another, in groups, and with the organization itself - are examined, with opportunities to enhance communication and interpersonal skills through learning at multiple levels, including individual reading, study and analysis, in-class lectures and exercises, and small discussion groups, in which newly acquired knowledge can be applied to the analysis of real-world scenarios.

BA 270 - Strategic Managerial Decision-Making and Critical Analysis I
2.00 credits. This class will provide an introductory level exploration of Microsoft Excel. Various functions, worksheet navigation, and uses of Excel will be major components. **Prerequisite(s):* any one of the following courses: BA 101, BA 197, EC 101, or EC 102. Restricted to Accounting, Business Administration, International Business, and Economics majors. Must be taken in the sophomore year. Register by Instructor.

BA 271 - Strategic Managerial Decision-Making and Critical Analysis II
2.00 credits. The course will provide an advanced level exploration of Microsoft Excel through problem solving, analysis, and evaluation. Advanced capabilities, various business/mathematical functions, and applications to business decision-making will be major components. This course aims to prepare students for the Microsoft Office User Specialist certification exam in Excel. **Prerequisite(s):* BA 270. Register by Instructor.

BA 280 - Doing Business in China
2.00 credits. This course introduces students to the history, political, social, and cultural background of societies and businesses in China. The intended audiences of this course are students interested in broadening knowledge of international cultural and business environment while appreciating a versatile learning experience combining classroom lectures and experiential field work. Previous knowledge of Chinese or business background is not necessary to succeed in this course. Register by Instructor.

BA 281 - Exploring China - History, Culture, and Business
2.00 credits. This course introduces students to the history, political, social, and cultural background of societies and businesses in China. The intended audiences of this course are students interested in broadening knowledge of international cultural and business environment while appreciating a versatile learning experience combining classroom lectures and experiential field work. Previous knowledge of Chinese or business background is not necessary to succeed in this course. **Prerequisite(s):* BA 280. **Signature Learning Experience: Cross-Cultural Experience.** Register by Instructor.

BA 311 - Marketing Research
4.00 credits. An introduction to the theories and techniques behind the development, execution and dissemination of marketing research. Taught through a hands-on approach, students will have the opportunity to explore a variety of research methodologies and techniques, both quantitative and qualitative. The course will culminate in a final project conducted in conjunction with an actual client. **Prerequisite(s):* BA 215 and MA 251.

BA 312 - Promotional Management
4.00 credits. An overview of the advertising process from both an agency and client perspective. Students will receive a strong foundation in research and strategy development, the building blocks upon which successful campaigns are built. The course will culminate in a final project encompassing research, strategy, creative and media planning, with results pitched to an actual client. **Prerequisite(s):* BA 215.

BA 313 - Services and Retail Marketing
4.00 credits. The service sector is the bulk of all marketing activities and faces a set of challenges that product marketers do not encounter. This course examines service marketing's unique characteristics and frames strategic

marketing considerations in terms of these characteristics. In addition, special focus is placed on retailing as a major contributor of economic growth. **Prerequisite(s):* BA 215.

BA 314 - Sales and Sales Management
4.00 credits. An introduction to the principles of salesmanship as practiced in the modern business organization and an examination of the role of the sales manager in organizing and directing a sales force. Topics include the relationship-selling process, developing and making a sales presentation, use of contact management software, and principles of sales management (including recruiting, territory allocation, client contact management, and compensation). **Prerequisite(s):* BA 215.

BA 315 - Internet Marketing
4.00 credits. A development of understanding the complexity of marketing goods and services over the Internet. Developing strategic business models for e-commerce, and planning and implementing an Internet-focused organization are covered. Development or revision of a webpage for a business client - including the home page and at least two child pages - is required as a group project. **Prerequisite(s):* BA 215.

BA 319 - Consumer Behavior
4.00 credits. Development of an understanding of the explanations, based on behavioral sciences, for consumer purchasing activities. Subjects include the consumer's role in society, group influences on consumers, the nature of individual consumers as determinants of buying behavior, and consumer decision-making models. **Prerequisite(s):* BA 215.

BA 320 - Introduction to Data Analytics in Business
4.00 credits. The course will introduce students to a variety of databases, primarily in economics and marketing. Students will extract data necessary for their purpose, and conduct data analysis in Excel and R. They will work in teams on projects and present their findings. The databases of particular interest include IMPLAN (economic impact data), PolicyMap (GIS mapping and demographic data), Bureau of Labor Statistics databases (employment and prices) and Claritas (customer profiles).

BA 330 - Legal Environment of Business
4.00 credits. The study and evaluation of legal, ethical and global issues as they pertain to understanding how a business organization operates in a changing socio-economic environment.

BA 331 - Business and Commercial Law for Accounting/Financial Professionals
4.00 credits. Legal concepts applicable to the formation and execution of contracts for the business environment are studied with examination of the evolution of contract law and the institution of uniform standards to simplify its applications across geographic boundaries.

BA 337 - International Legal and Ethical Environment of Business
4.00 credits. An introduction to the study of international business law, the function and importance of public international law, the role of public and private international organizations, and public policy and ethics in setting standards and guidelines for international business. An understanding of the legal problems associated with economic integration within the European Union and North America is emphasized.

BA 345 - Managing Innovation and Technology
4.00 credits. This course focuses on commercializing technology and creating innovation. Topics covered include the drivers of innovation, technology-driven entrepreneurship, managing different types of innovation, and the construction of technology strategy for a firm or business unit. Students learn how to understand both technology and business perspectives as well as how to formulate a profitable technology strategy. Students should come away

from this class with a theoretical understanding of these issues and with practical skills to allow you to use innovation and technology management to make your organization succeed. Alternate years. **Signature Learning Experience: Internship.**

BA 347 - Global Supply Chain Management (EGR 347)
4.00 credits. This course focuses on the management of supply chain processes and performance. It will be valuable for students who would like to pursue a career in supply chain, operations, logistics of a manufacturing or distribution firm. We explore important supply chain metrics, primary tradeoffs in making supply chain decisions, and basic tools for effective and efficient supply chain management, production planning and inventory control, order fulfillment and supply chain coordination. We will also investigate topics such as global supply chain design, logistics, and outsourcing, several other recent supply chain innovations. The class format includes lectures, case discussions, guest speakers, and simulation games. The content covers both quantitative and qualitative materials. The cases will feature companies in the service industry, as well as firms in more traditional industries such as apparel and manufacturing. **Prerequisite(s):* BA 248. Spring semester.

BA 350 - European Union Simulation I (PS 350)
4.00 credits. Study of the principles and theories of European integration; the history of the current European Union (E.U.), from the Treaty of Rome to the present; and the structure and functioning of the European Union, including class participation representing an E.U. Member State in the annual Mid-Atlantic European Union Consortium E.U. Simulation in Washington, D.C. *Signature Learning Experience: Community-Based Learning.* Fall semester.

BA 360 - Washington Institute (PS 360)
4.00 credits. The course highlights relationships between the legislative, executive, independent agencies, and third-party institutions that directly affect how policy is made in the United States. The course exposes students to the mechanism that is used to formulate policy for the United States. The Institute will focus heavily on international policy and the inner workings of the various institutional agents that participate in the process of making policy. Students will observe and develop a critical sense of how to weigh the various interests before policy is ultimately made. Students will learn to examine the purpose of policy and evaluate how it will impact on various industries. **Prerequisite(s):* BA 101. **Signature Learning Experience: Community-Based Learning.** Register by Instructor.

BA 365 - Human Resource Management
4.00 credits. A unique overview of the Human Resource Management (HRM) function in terms of practicality and real-world application, the processes and methods used in HRM planning, along with techniques for conducting job analysis, writing job descriptions, equal employment opportunity compliance, recruiting and selecting employees, orientation, training and development, appraising employee performance, and maintaining employee discipline are examined. Varied instructional methods include lecture, small group discussion, document creation and case-study analysis. **Prerequisite(s):* BA 265.

BA 367 - International Management
4.00 credits. An approach to global economy through the analysis of managerial practices in international companies regardless of their sizes, focusing upon the key success factors of managing a company across national boundaries. The students' understanding of the field of international business from a managerial perspective is based on the integration of the learned concepts and tools with real-world applications. **Prerequisite(s):* BA 265.

BA 370-378 - Special Topics in Business
Variable credit. Courses of special interest to the student and the instructor offered on an occasional basis. This course is repeatable for credit.

BA 382 - Entrepreneurial Marketing
4.00 credits. This course provides students the opportunity to assess and develop their entrepreneurial skills. The class emphasizes essential marketing concepts and tools and their real-life application by entrepreneurs. The topics covered in class include innovative and informal marketing approaches, which will enable students to understand the marketing side of a successful entrepreneurial business. This hands-on approach is based on class discussion and interaction, executive speakers (entrepreneurs, investors and consultants), case studies on entrepreneurial ventures, and experiential exercises and applications. **Prerequisite(s):* BA 215.

BA 400 - Senior Project in Business
Variable (0.00 to 4.00) credit(s). Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the Discipline. **Signature Learning Experience: Supervised Research.** Register by Instructor

BA 416 - Marketing Management
4.00 credits. Integrating marketing theories and concepts for strategic planning and implementation. This course draws on previous course work in marketing, with special emphasis on the application of marketing theories. Case studies will be primary learning tools. **Prerequisite(s):* BA 215 and FIN 325. **Signature Learning Experience: Capstone Experience.**

BA 430 - Advanced Legal Issues for Managers
4 credits. This course builds on the foundations from Legal Environment of Business by exploring more advanced concepts in the American legal system through a managerial approach with an analytical focus on legal, regulatory, and ethical issues that impact business entities. The advanced course allows students to develop a more sophisticated level of legal acumen and deeper understanding of how managers use the law to add value to the firm in business operations and planning. This course builds on fundamental concepts introduced in the 300-level courses. **Prerequisite(s):* BA 330 or BA 337.

BA 470-474 - Internship in Business
Variable (0.00 to 4.00) credit(s). Combined academic goals, abstract/theoretical and experiential learning through an internship assist in the reflection, analysis and integration of experiences and insights gained through internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. This strengthens students' lifelong-learning skills, professional and public-speaking skills, personal and professional values and ethics, and self-confidence and clarifies personal and career goals. Students must complete at least 125 hours of internship assignment over a 12-week period (eight weeks in summer). Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

BA 475 - Business Co-Operative Fellowship
0.00 credits. Business students are eligible to supplement their academic coursework with experiential learning through a business cooperative (co-op) fellowship. The fellowship is normally conducted in a student's junior year and is typically completed within the four-year time frame of a Bachelor's degree. Business co-op fellows work full time (35+ hours/week) at an approved co-op site while still maintaining their status as full time students. During the co-op semester, students are charged an administrative fee. Graded Pass/No Pass. Register by Instructor.

BA 480-489 - Independent Study in Business
Variable credit. Opportunity for students to engage in independent study in some area of business administration. **Prerequisite(s):* Approval of Department Chair and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

BA 490 - Arts Administration Strategy (FPA 490)
2.00 credits. Arts Administration Strategy is a project-based capstone course for the Minor in Arts Administration. It brings together the many strands and themes of the Arts Administration curriculum and gives students the opportunity to synthesize concepts and develop analytical, presentation, professional, and career readiness skills.

BA 495 - Business Policy and Corporate Strategy
4.00 credits. A comprehensive and integrative course that builds on knowledge acquired in the prior business classes, this class offers the opportunity to integrate the knowledge through a cross-functional approach. The focus is understanding how companies craft and implement strategies that create and enhance sustainable competitive advantage. **Prerequisite(s):* Senior status. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

BA 496 - Category Management Seminar
4.00 credits Successful retail companies today look to their suppliers to act as partners to help them grow their business. Category management is a collaborative process established between buyer and seller where manufacturers and retailers demonstrate an appreciation for the other's business objectives and together leverage business understanding to build customer volume, loyalty, and consumption habits. In consumer packaged goods this practice has become known as category management. **Prerequisite(s):* BA 215, BA 312, and BA 313.

BA 497 - International Business Seminar
4.00 credits. As a capstone course in international business, the course is designed to provide both the theoretical perspectives and the practical applications of global business. The course integrates concepts, principles and practices from prior courses in accounting, management, finance and marketing to prepare students for a successful career in international business. **Prerequisite(s):* Senior status and International Business majors. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

BA 498 - Seminar in Marketing
4.00 credits. Drawing on students' foundational course work in marketing, this course examines current marketing topics in more depth and with more rigor. Research and/or projects are primary learning tools. **Prerequisite(s):* BA 215. This course is repeatable for credit.

BA 499 - Seminar in Management
4.00 credits. Advanced study management course is topical in nature in order to provide a comprehensive examination of contemporary management issues, including but not limited to organizational design, policy formulation, leadership, motivation and corporate culture. **Prerequisite(s):* BA 265 and senior status. **Signature Learning Experience: Capstone Experience.**

Economics Courses

EC 101 - SSC Principles of Macroeconomics
4.00 credits. **(Social Sciences Core Course)** An introduction to a country's gross domestic product. Topics covered include factors affecting a country's output of goods and services, the role of fiscal policy and monetary policy in dealing with inflation and unemployment, the Federal Reserve system and the goal of price stability, causes and consequences of budget deficits, and factors affecting trade deficits and exchange rates.

EC 102 - SSC Principles of Microeconomics
4.00 credits. **(Social Sciences Core Course)** Topics covered include the basis for decision-making by economic agents, utility maximization by consumers, the demand curve, profit maximization by firms, diminishing returns and

input choice, optimal output and price for a firm in various market structures, market failure, income inequality, and comparative advantage and international trade.

EC 280 - International Organizations Seminar
Variable (2.00 or 3.00) credits. The course deals with the subject of development and the role of international organizations in promoting it around the world. We study the origins of the United Nations, the World Bank, the International Monetary Fund and the World Trade Organization; trace their evolution through the decades; and explore the (changing) role of the multilateral institutions in promoting development. We consider, in particular, the major problems of development facing the world today, and how these organizations can tackle them. **Signature Learning Experience: Community-Based Learning.** Register by Instructor. Spring semester.

EC 301 - Intermediate Microeconomics
4.00 credits. Description of the theory of the consumer and the firm. Topics include analytical treatment of maximization of utility and profits, resource use and allocation, market structures and welfare analysis. **Prerequisite(s):* EC 102.

EC 302 - Intermediate Macroeconomics
4.00 credits. The course describes macroeconomic theories to explain the business cycle. Factors affecting major macroeconomic variables such as gross domestic product, inflation and interest rates. Policies for attaining full employment and price stability. **Prerequisite(s):* EC 101.

EC 307 - International Economics
4.00 credits. The basic concepts of international trade and payments. Impact of globalization. Commercial policy. Role of multilateral institutions. **Prerequisite(s):* EC 101.

EC 309 - Introduction to Mathematical Economics
4.00 credits. The course provides an introduction to techniques of mathematical modeling in economics and business. Linear algebra. Cramer's Rule. Comparative statics. Differential calculus. Unconstrained and constrained optimization. First order and second order conditions for an extremum. Dynamic optimization. Use of mathematical software. Several applications in microeconomics, macroeconomics, operations management and finance. **Prerequisite(s):* MA 121.

EC 311 - Economic Development
4.00 credits. Theories of international trade and economic growth. Capital flows. Migration. Role of institutions and NGOs. Policies for improving social welfare. Emphasis on developing countries. **Prerequisite(s):* EC 101.

EC 370-378 - Special Topics in Economics
Variable credit. Courses of special interest to the student and the instructor offered on an occasional basis. This course is repeatable for credit.

EC 400 - Senior Project in Economics
0.00 credit. Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the Discipline. See Department Chair for additional information. **Prerequisite(s):* Invitation to Honors in the Discipline Program. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor.

EC 402 - Game Theory
4.00 credits. A study of strategic interactions game theory offers an extensive toolbox useful for analysis of various competitive and cooperative settings. Course covers static, dynamic as well as different information situations. **Prerequisite(s):* MA 251.

EC 410 - Econometrics
4.00 credits. The course provides an introduction to econometrics, a branch of economics associated with statistical methods and applied data analysis. It provides both theoretical and applied frameworks necessary for data analyses. Both mathematical statistics and basic Stata programing are introduced. Simple and multiple regression models, problems with regression such as causality, heteroskedasticity, multicollinearity and omitted variables are discussed along with time series and instrumental variables. **Prerequisite(s):* MA 251, EC 101, and EC 102. **Signature Learning Experience: Supervised Research.**

EC 480-489 - Independent Study in Economics
Variable credit. Independent study and research on a problem or topic in the field of economics. **Prerequisite(s):* Permission of the Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

Family Business and Entrepreneurship Courses

FBE 380 - Entrepreneurship
4.00 credits An assessment and development of entrepreneurial skills, emphasizing a "hands-on" approach based on case studies on entrepreneurial ventures, writing business plans on opportunities identified by students, experiential exercises and executive speakers (entrepreneurs, investors and consultants). In-class topics enable students to understand the entrepreneur's profile, and to acquire the knowledge and skills necessary to create, start, finance, manage and grow a new venture.

FBE 384 - The Family as Entrepreneur
4.00 credits. 4.00 credits. This course systematically explores the entrepreneurial process within the context of the family. It provides students with an integrated theory and practice approach to the family as entrepreneur. Families who act as entrepreneurs must learn how to pass on the mindset and methods for creating new streams of wealth across many generations rather than simply pass the business to the next generation. Fall semester.

FBE 385 - New Venture Creation
4.00 credits This class provides students the opportunity to demonstrate the skills necessary to write a business plan for a new venture and to exhibit the capacity to develop sustainable business models on identified entrepreneurial opportunities. The class emphasizes a "hands-on" approach based on class discussion and interaction, a final project, presentations, case studies, experiential exercises, and guest speakers who have gone beyond the "what if…?" stage to actually creating an venture where nothing existed before. Spring semester.

FBE 450 - Entrepreneurship in Emerging Economy
4.00 credits This course is targeted towards students who plan to become involved with entrepreneurial ventures across the emerging global economy either immediately after graduation, or at some future point in their careers. The course is meant to help students evaluate and analyze international opportunities in their capacity as 1) founders of or early hires in international ventures; and/or 2) investors in, or advisors to, international ventures; and/or 3) Potential partners or acquirers of international ventures. **Pre/Corequisite(s):* **Signature Learning Experience: Community-Based Learning.** Register by Instructor.

FBE 470-474 - Internship in Family Business and Entrepreneurship
Variable (0.00 to 4.00) credit(s). Combined academic goals, abstract/theoretical and experiential learning through an internship assist in the reflection, analysis and integration of experiences and insights gained through internships with the academic theory, principles, concepts, and social and ethical dimensions of the discipline and subject area. This strengthens students' lifelong-learning skills, professional and public-speaking skills, personal and professional values and ethics, and self-confidence and clarifies personal and career goals. Students must complete at least 125 hours of internship assignment over a 12-week period (eight weeks in summer or four weeks in the winter). A maximum of twelve credit hours from Accounting 471 and Business 470-474 may be earned. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

FBE 494 - Family Business Governance and Succession Planning
4.00 credits Family Business Governance and Succession Planning tackles some of the most important issues faced by family companies. The continuity, renewal, and growth of a family business depends on the professionalization of its family business practices. Research has shown that many family businesses do not have the expertise to design and implement such practices. This is an advanced family business course, which will address topics such as the following: navigating generational differences, succession planning, family governance, boards of directors and advisors, family constitution, and inter-generational leadership development. The course is project-based. Students working in teams will assist family businesses in developing and implementing professional governance and succession planning processes. Students will benefit from the highly practical approach of this class that allows them to make valuable contribution when they join or provide consulting for a family business. *Signature Learning Experience: Capstone Experience.* Register by Instructor. Spring semester.

Finance Courses

FIN 325 - Corporate Finance
4.00 credits. An introduction to fundamental tools and concepts used in short-term and long-term financial decision making. An overview of the major financial markets is provided. Financial statements, discounted cash flow analysis, bond and stock valuation models, risk and return for assets and portfolios, cost of capital, financing decisions, capital budgeting, capital structure of the firm and dividend policy are covered. **Prerequisite(s):* AC 101.

FIN 327 - International Financial Management
4.00 credits. Development of an understanding of the international financial environments in which economic policy and business decisions are made. Specifically, the course covers the spot and forward exchange markets, the Eurocurrency market and the international capital markets. The impact of exchange rate behavior on corporations and the foreign exchange risk management for multinational corporations are covered. **Prerequisite(s):* FIN 325.

FIN 412 - Financial Derivatives - Futures and Options
4.00 credits. This course introduces derivative markets and their primary instruments with emphasis on real-world applications of theoretical models. The fundamental of derivatives, valuations of typical derivatives such as futures, forwards, swaps, and options, plus using derivatives in risk hedging and speculations will be discussed. At the conclusion of this course, students will gain an understanding of the theoretical underpinnings of derivatives and the practical skills in constructing and evaluating dynamic hedging strategies using futures and options.
**Prerequisite(s):* FIN 325.

FIN 415 - Applied Financial Analysis
2.00 credits. This advanced financial analysis course is specifically designed to engage students in equity research activities before a buy, sell, or hold investment decision is made on an assigned publicly traded company. Students will review the company's SEC filings, gather data on the company's external and internal environment, analyze the

company's current financial position, forecast the future profitability and valuation of the company, propose an investment recommendation, and present their analysis to financial professionals. **Prerequisite(s):* FIN 325 and an Intermediate level of Excel skills required.

FIN 420 - Financial Institution Management
4.00 This course seeks to provide students with a solid understanding of: terms, facts, and perspectives useful in financial institutions' management; concepts, tools, and objectives financial institution managers use in framing and resolving various issues; forces shaping the financial service industry environment for financial institution managers, e.g., changes in the information and contracting technologies, changes in the mixture of domestic and global competitors, and interactions of innovations with rules enforced by self-regulatory organizations and government agencies. **Prerequisite(s):* MA 251 and FIN 325.

FIN 424 - Investments
4.00 credits. This course emphasizes the various classes of investments available to the investor, sources and uses of investment information, and security and capital market valuation. Fundamental concepts, theories and techniques of investing in different assets are provided. Portfolio management is introduced. **Prerequisite(s):* FIN 325.

FIN 425 - Advanced Financial Management
4.00 credits. An advanced course in corporation/business finance, in which major topic areas such as capital budgeting, working capital management, leasing, mergers and financing are examined in depth. Cases, readings and problems are used to illustrate the concepts covered. **Prerequisite(s):* FIN 325. **Signature Learning Experience: Capstone Experience.**

FIN 426 - Student Managed Investment Portfolio
2.00 credits. This course provides real-time management of assets and an introduction to the investment management business. Emphasis is on information analysis, security selection, fund management, teamwork and communication. **Prerequisite(s):* FIN 424.

Department of Chemistry and Biochemistry

Hoffman (Chair), Gibson, Hagan, Kneas, MacKay, Rood

The Department of Chemistry and Biochemistry at Elizabethtown College is a community of learners—students, faculty, and staff—dedicated to furthering an understanding of chemistry and its role in the world around us. Our departmental mission is to sustain an engaging and supportive learning environment and offer relevant programs in chemistry and biochemistry that advance our undergraduate students' pursuit of career and life goals.

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

Chemistry courses contribute to both the liberal arts component and the professional component of the balanced studies that Elizabethtown seeks to foster. Students may choose chemistry or biochemistry as a major area of study leading to a career that requires a detailed knowledge of chemistry, as a coherent minor area of study, as an elective course or courses, or as part of their Core Program requirements.

Students majoring in chemistry or biochemistry typically go on to graduate studies in chemistry or biochemistry, to the study of medicine, to hospital or industrial laboratories, to secondary education, or to business positions in the chemical and pharmaceutical industry.

Professional Accreditation

The Department of Chemistry and Biochemistry is on the approved list of the American Chemical Society Committee on Professional Training.

Majors Offered

The Department offers majors in Biochemistry (American Chemical Society Certified degree), Chemistry Laboratory Sciences, and Chemistry, with five possible chemistry concentrations. The five concentrations are: the American Chemical Society Approved Professional Chemistry curriculum (American Chemical Society Certified degree), the Secondary Education Certification, the Chemistry Management curriculum, the Chemical Physics curriculum, and the Forensic Science curriculum.

Cooperative Programs with Other Institutions

The Chemistry and Biochemistry Department participates in the Premedical Primary Care Program with Pennsylvania State University College of Medicine and the Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Chemistry/Biochemistry).

Minors Offered

The Department offers minors in Biochemistry and Chemistry. These minors prepare students to apply chemical concepts and practices in their major discipline. The Department also participates in the General Science Minor.

Additional options may be tailored to the student's needs in consultation with the student's advisor and the Department Chair. Students planning much work in chemistry should consult with a Departmental advisor as early as possible to plan the sequence of courses in chemistry, mathematics, physics, and biology that will be to their

greatest advantage. Many upper-level chemistry courses have calculus and physics courses as prerequisites. The sequence in secondary education also requires early planning to ensure proper spacing of education courses.

Honors in the Discipline

The Department of Chemistry and Biochemistry participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

Biochemistry (B.S.)

Student Learning Outcomes for Biochemistry:

Students will be able to:

- Explain fundamental chemistry and biochemistry concepts.
- Communicate chemical and biochemical knowledge.
- Research a chemical and biochemical problem or concept.
- Design, execute, and interpret experiments to solve chemical and biochemical problems.
- Draw connections to other fields of study.
- Work as a member of a team.
- Envision and pursue multiple paths for purposeful life work.

The **Biochemistry major** prepares students for medical school or other health professional schools, graduate study in biochemistry and related fields, or employment that requires baccalaureate education.

The Biochemistry degree at Elizabethtown College is certified by the American Chemical Society.

The Biochemistry curriculum requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- CH 323 - Biochemistry I
- CH 324 - Biochemistry II
- CH 326 - Techniques of Biochemistry
- CH 343 - Physical Chemistry I
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II

- CH 455 - Integrated Chemistry Laboratory I
- CH 456 - Integrated Chemistry Laboratory II
- CH 461 - Chemistry Seminar III
- CH 462 - Chemistry Seminar IV
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- Three additional credits of Biology with emphasis on genetics

- Ten credits as any combination of Chemistry (300 or above, excluding internship or research) or Biology (200 or above, excluding internship or research) courses, as long as one course is in Chemistry.

- MA 121 - MA Calculus I
- MA 122 - Calculus II
- PHY 201 - College Physics I
- PHY 202 - College Physics II

Four credits among:

- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry
- CH 496 - Independent Problems in Chemistry

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- MA 121 - MA Calculus I
- MA 122 - Calculus II

Second Year Suggested Courses:

- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- PHY 201 - College Physics I
- BIO 211 - Genetics
- Three Core courses (12 credits total)

Third Year Suggested Courses:

- CH 323 - Biochemistry I
- CH 324 - Biochemistry II
- CH 326 - Techniques of Biochemistry
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- PHY 202 - College Physics II
- Three Core courses (12 credits total)
- One Biology/Chemistry Elective course (4 credits)
- One Elective course (4 credits)

Fourth Year Suggested Courses:

- CH 343 - Physical Chemistry I
- CH 455 - Integrated Chemistry Laboratory I
- CH 456 - Integrated Chemistry Laboratory II
- CH 461 - Chemistry Seminar III
- CH 462 - Chemistry Seminar IV
- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry
- Two Biology/Chemistry Elective courses (8 credits total)
- Two Elective courses (8 credits total)

Notes:

These courses begin a highly structured program coordinated among several departments, and if not completed in the first year, lead to delayed graduation or extraordinary difficulties for subsequent advisors.

There is a strong correlation between students' performance on the math portion of the SAT/ACT and CH 105, likely a result of quantitative thinking and analytical reasoning skills. To promote student success, when a student has very poor entrance exam scores, it may be advisable to delay BIO 111 rather than enrolling the student in both CH 105 and BIO 111 during the first semester. These students are encouraged to meet with the department chair to discuss a modified four-year plan.

Math placement will be determined by the Mathematical Sciences department. For the major, competency must be through the MA 122 level. MA 121 is a necessary prerequisite for PHY 201 which is normally taken in the spring semester of the sophomore year.

If not completed in the fall, EN 100 must be completed during the spring semester.

A grade of C- or better must be earned in CH 105 in order to advance to CH 113.

Students planning to apply to medical school or other health related professional schools should plan on taking BIO 112. The recommendation is to take it during the second semester of the first year.

Chemistry (B.S.)

Student Learning Outcomes for Chemistry:

Students will be able to:

- Explain fundamental chemistry concepts.
- Communicate chemical knowledge.
- Research a chemical problem or concept.
- Design, execute, and interpret experiments to solve chemical problems.
- Draw connections to other fields of study.
- Work as a member of a team.
- Envision and pursue multiple paths for purposeful life work.

The **Chemistry major** offers five concentrations: the American Chemical Society Approved Professional Chemistry curriculum, the Secondary Education Certification, the Chemistry Management curriculum, the Chemical Physics curriculum, and the Forensic Science curriculum.

All Chemistry majors must take:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- CH 343 - Physical Chemistry I
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- PHY 201 - College Physics I
- PHY 202 - College Physics II

American Chemical Society (ACS) concentration

The **American Chemical Society (ACS) concentration** prepares the student for graduate school or for a career in industrial or government laboratories. The ACS-approved curriculum requires:

- CH 323 - Biochemistry I
- CH 326 - Techniques of Biochemistry
- CH 343 - Physical Chemistry I
- CH 344 - Physical Chemistry II

- CH 344L - Physical Chemistry Laboratory II
- CH 455 - Integrated Chemistry Laboratory I
- CH 456 - Integrated Chemistry Laboratory II
- CH 461 - Chemistry Seminar III
- CH 462 - Chemistry Seminar IV
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life (recommended for Pre-Med students only)

Three courses from among:

- CH 324 - Biochemistry II
- CH 402 - Advanced Inorganic Chemistry
- CH 414 - Advanced Instrumental Analysis
- CH 421 - Advanced Organic Chemistry

Four credits from among:

- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry
- CH 496 - Independent Problems in Chemistry

Chemical Physics curriculum

The **Chemical Physics curriculum** is a foundation for work at the interface between chemistry and physics. This curriculum requires:

- CH 455 - Integrated Chemistry Laboratory I
- CH 456 - Integrated Chemistry Laboratory II
- CH 461 - Chemistry Seminar III
- CH 462 - Chemistry Seminar IV
- MA 222 - Calculus III
- PHY 203 - College Physics III

At least three courses (8 credits) from among:

- CH 402 - Advanced Inorganic Chemistry
- CH 414 - Advanced Instrumental Analysis
- CH 421 - Advanced Organic Chemistry
- MA 201 - Linear Algebra
- MA 321 - Differential Equations
- MA 351 - Theory of Probability
- MA 425 - Complex Variables
- Approved 300- or 400- level Physics courses

At least four credits from among:

- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry
- CH 496 - Independent Problems in Chemistry

Chemistry Management option

The **Chemistry Management option** is preparation for sales or management positions in chemical and related industries. The chemistry management curriculum requires:

- CH 323 - Biochemistry I

- CH 326 - Techniques of Biochemistry or
- CH 455 - Integrated Chemistry Laboratory I

- CH 461 - Chemistry Seminar III
- CH 462 - Chemistry Seminar IV
- One additional Chemistry course, excluding internship or research
- BIO 111 - Molecules, Cells, and Animal Systems
- AC 101 - Introduction to Accounting
- BA 215 - Principles of Marketing
- BA 265 - Management and Organizational Behavior
- BA 330 - Legal Environment of Business
- FIN 325 - Corporate Finance
- BA 416 - Marketing Management
- EC 101 - SSC Principles of Macroeconomics

Forensic Science curriculum

The **Forensic Science curriculum** introduces students to the field of forensic science, preparing them for graduate school or for a career in the laboratory. The track provides a solid background in chemistry, along with some additional courses that would be of benefit for someone interested in pursuing a career in forensic science. The Forensic Science curriculum requires:

- CH 109 - NPS Introduction to Forensic Science
- CH 110 - NPS Forensic Science Laboratory
- CH 323 - Biochemistry I
- CH 326 - Techniques of Biochemistry
- CH 414 - Advanced Instrumental Analysis
- CH 455 - Integrated Chemistry Laboratory I
- CH 456 - Integrated Chemistry Laboratory II
- AN 363 - Forensic Anthropology
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics
- MA 251 - MA Probability and Statistics
- SO 217 - U.S. Criminal Justice System

Four internship or research credits among:

- CH 471 - Internship in Forensic Science
- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry

Suggested Four Year Planner:

American Chemical Society (ACS) concentration

The **American Chemical Society (ACS) concentration** prepares the student for graduate school or for a career in industrial or government laboratories. The ACS-approved curriculum requires:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- BIO 111 - Molecules, Cells, and Animal Systems
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- One Power of Language: Other Core course (4 credits)

Second Year Suggested Courses:

- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- PHY 201 - College Physics I
- Three Core courses (12 credits total)

Third Year Suggested Courses:

- CH 343 - Physical Chemistry I
- CH 344 - Physical Chemistry II
- CH 344L - Physical Chemistry Laboratory II
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- CH 414 - Advanced Instrumental Analysis
- PHY 202 - College Physics II
- Two Core courses (8 credits total)
- One Elective course (4 credits)

Fourth Year Suggested Courses:

- CH 323 - Biochemistry I
- CH 324 - Biochemistry II
- CH 326 - Techniques of Biochemistry
- CH 402 - Advanced Inorganic Chemistry
- CH 421 - Advanced Organic Chemistry
- CH 455 - Integrated Chemistry Laboratory I
- CH 456 - Integrated Chemistry Laboratory II
- CH 461 - Chemistry Seminar III
- CH 462 - Chemistry Seminar IV
- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry
- Two Elective courses (8 credits)

Chemical Physics curriculum

The **Chemical Physics curriculum** is a foundation for work at the interface between chemistry and physics. This curriculum requires:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- Two Core courses (8 credits total)

Second Year Suggested Courses:

- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- MA 222 - Calculus III
- PHY 201 - College Physics I
- PHY 202 - College Physics II
- Two Core courses (8 credits total)

Third Year Suggested Courses:

- CH 343 - Physical Chemistry I

- CH 344 - Physical Chemistry II
- CH 344L - Physical Chemistry Laboratory II
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- PHY 203 - College Physics III
- Two Core courses (8 credits total)
- One Chemistry Major Elective course (4 credits)
- One Elective course (4 credits)

Fourth Year Suggested Courses:

- CH 455 - Integrated Chemistry Laboratory I
- CH 456 - Integrated Chemistry Laboratory II
- CH 461 - Chemistry Seminar III
- CH 462 - Chemistry Seminar IV
- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry
- Two Chemistry Major Elective courses (8 credits total)
- Two Elective courses (8 credits total)

Chemistry Management option

The **Chemistry Management option** is preparation for sales or management positions in chemical and related industries. The chemistry management curriculum requires:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- BIO 111 - Molecules, Cells, and Animal Systems
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- One Core course (4 credits total)

Second Year Suggested Courses:

- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- AC 101 - Introduction to Accounting

- PHY 201 - College Physics I
- Two Core courses (8 credits total)

Third Year Suggested Courses:

- CH 343 - Physical Chemistry I
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- BA 215 - Principles of Marketing
- BA 265 - Management and Organizational Behavior
- FIN 325 - Corporate Finance
- PHY 202 - College Physics II
- Three Core courses (12 credits total)

Fourth Year Suggested Courses:

- CH 323 - Biochemistry I
- CH 326 - Techniques of Biochemistry
- CH 455 - Integrated Chemistry Laboratory I
- CH 461 - Chemistry Seminar III
- CH 462 - Chemistry Seminar IV
- BA 330 - Legal Environment of Business
- BA 416 - Marketing Management
- EC 101 - SSC Principles of Macroeconomics
- Two Elective courses (8 credits total)

Forensic Science curriculum

The **Forensic Science curriculum** introduces students to the field of forensic science, preparing them for graduate school or for a career in the laboratory. The track provides a solid background in chemistry, along with some additional courses that would be of benefit for someone interested in pursuing a career in forensic science. The Forensic Science curriculum requires:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- MA 121 - MA Calculus I
- MA 122 - Calculus II

Second Year Suggested Courses:

- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- PHY 201 - College Physics I
- PHY 202 - College Physics II
- BIO 211 - Genetics
- Two Core courses (8 credits total)

Third Year Suggested Courses:

- CH 109 - NPS Introduction to Forensic Science
- CH 110 - NPS Forensic Science Laboratory
- CH 343 - Physical Chemistry I
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- CH 414 - Advanced Instrumental Analysis
- MA 251 - MA Probability and Statistics
- Three Core courses (12 credits total)

Fourth Year Suggested Courses:

- CH 323 - Biochemistry I
- CH 326 - Techniques of Biochemistry
- CH 455 - Integrated Chemistry Laboratory I
- CH 456 - Integrated Chemistry Laboratory II
- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry
- AN 363 - Forensic Anthropology
- SO 217 - U.S. Criminal Justice System
- One Core course (4 credits)
- Two Elective courses (8 credits total)

Notes:

These courses begin a highly structured program coordinated among several departments, and if not completed in the first year, lead to delayed graduation or extraordinary difficulties for subsequent advisors.

There is a strong correlation between students' performance on the math portion of the SAT/ACT and CH 105, likely a result of quantitative thinking and analytical reasoning skills. To promote student success, when a student has very poor entrance exam scores, it may be advisable to delay BIO 111 rather than enrolling the student in both CH 105 and BIO 111 during the first semester. These students are encouraged to meet with the department chair to discuss a modified four-year plan.

Math placement will be determined by the Mathematical Sciences department. For the Chemical Physics track, competency must be through the MA 222 level. For the other tracks, competency must be through the MA 122 level. MA 121 is a necessary prerequisite for PHY 201 which is normally taken in the spring semester of the sophomore year.

EC 101 is a requirement for students pursuing the chemistry management option.

If not completed in the fall, EN 100 must be completed during the spring semester.

A grade of C- or better must be earned in CH 105 in order to advance to CH 113

Students planning to apply to medical school or other health related professional schools should plan on taking BIO 112. The recommendation is to take it during the second semester of the first year.

Chemistry Laboratory Science (B.S.)

Student Learning Outcomes for Chemistry Laboratory Science:

Students will be able to:

- Explain fundamental chemistry concepts
- Communicate chemical knowledge
- Research an analytical method or topic
- Design and execute a procedure for analyzing a chemical sample and interpret the results
- Work as a member of a team
- Envision and pursue multiple paths for purposeful life work

The Chemistry Laboratory Sciences major requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- CH 343 - Physical Chemistry I
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- CH 414 - Advanced Instrumental Analysis
- CH 472 - Internship in Chemistry
- BIO 111 - Molecules, Cells, and Animal Systems
- MA 121 - MA Calculus I
- PHY 201 - College Physics I

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- BIO 111 - Molecules, Cells, and Animal Systems
- MA 121 - MA Calculus I
- Two Core courses (8 credits total)

Second Year Suggested Courses:

- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- PHY 201 - College Physics I
- Four Core courses (16 credits total)
- One Elective course (4 credits)

Third Year Suggested Courses:

- CH 343 - Physical Chemistry I
- CH 414 - Advanced Instrumental Analysis
- CH 472 - Internship in Chemistry
- Two Elective courses (8 credits total)

Fourth Year Suggested Courses:

- CH 242 - Physical Inorganic Chemistry
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- Seven Elective courses (28 credits total)

Notes

CH 414 is offered every other year, so it may end up in either the junior or senior year.

Chemistry Secondary Education (B.S.)

Student Learning Outcomes for Secondary Education:

Students will be able to:

- Explain fundamental chemistry concepts.

- Communicate chemical knowledge.

- Research a chemical problem or concept.
- Design, execute, and interpret experiments to solve chemical problems.
- Draw connections to other fields of study.
- Work as a member of a team.
- Envision and pursue multiple paths for purposeful life work.

The **Secondary Education curriculum** (Chemistry Education) prepares students for high school teaching. The required math courses will satisfy the requirement of two math courses for Education certification.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

The Secondary Education curriculum requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- CH 323 - Biochemistry I

- CH 326 - Techniques of Biochemistry or
- CH 455 - Integrated Chemistry Laboratory I

- CH 343 - Physical Chemistry I
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- One additional Chemistry course, excluding internship or research
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- PHY 201 - College Physics I
- PHY 202 - College Physics II

Education Courses:

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- SED 222 - Foundations of Inclusive Education (MSE 522)
- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- Two English courses for Education certification, one literature and one writing (EN 100 or EN 150)
- Two Math courses for Education certification

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- BIO 111 - Molecules, Cells, and Animal Systems
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- ED 105 - Foundations of Teaching and Learning

Second Year Suggested Courses:

- CH 201 - Laboratory Methods in Chemistry

- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- PHY 201 - College Physics I
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- Three Core courses (12 credits total)

Third Year Suggested Courses:

- CH 323 - Biochemistry I
- CH 326 - Techniques of Biochemistry
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- PHY 202 - College Physics II
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- SED 222 - Foundations of Inclusive Education (MSE 522)
- Two Core courses (8 credits total)

Fourth Year Suggested Courses:

- CH 343 - Physical Chemistry I
- CH 455 - Integrated Chemistry Laboratory I
- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education

Notes:

These courses begin a highly structured program coordinated among several departments, and if not completed in the first year, lead to delayed graduation or extraordinary difficulties for subsequent advisors.

There is a strong correlation between students' performance on the math portion of the SAT/ACT and CH 105, likely a result of quantitative thinking and analytical reasoning skills. To promote student success, when a student has very poor entrance exam scores, it may be advisable to delay BIO 111 rather than enrolling the student in both CH 105 and BIO 111 during the first semester. These students are encouraged to meet with the department chair to discuss a modified four-year plan.

Math placement will be determined by the Mathematical Sciences department. Competency must be through the MA 122 level. MA 121 is a necessary prerequisite for PHY 201 which is normally taken in the spring semester of the sophomore year.

If not completed in the fall, EN 100 must be completed during the spring semester.

A grade of C- or better must be earned in CH 105 in order to advance to CH 113

Students should plan on taking ED 105 and ED 151 early in their college careers. All other Education courses require these two as prerequisites.

Academic Minors

Biochemistry Minor

The Biochemistry minor requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II
- CH 201 - Laboratory Methods in Chemistry
- CH 323 - Biochemistry I
- CH 324 - Biochemistry II

- CH 326 - Techniques of Biochemistry
  or
- BIO 212 - Cell Biology and
- BIO 212L - Cell Biology Laboratory
  or
- BIO 310 - Molecular Biology and
- BIO 310L - Molecular Biology Laboratory

Chemistry Minor

The Chemistry minor requires:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II
- CH 201 - Laboratory Methods in Chemistry
- CH 214 - Chemical Instrumentation
- At least four additional credits of advanced Chemistry electives as approved by the Department faculty

Chemistry Courses

CH 101 - NPS General Chemistry: Practical Principles
4.00 credits. **(Natural and Physical Science Core Course)** This course is a one-semester survey of chemistry intended primarily for non-science majors. The main objective is to raise the students' awareness of the chemistry in the world around them and to allow them to appreciate its importance and purpose. Chemistry is in the air, lakes, rivers, our clothes, computers, food, our bodies – in essence, it is everywhere. Chemistry is also in the news when we hear about forensic analysis, DNA sequencing, drug design, new ceramic or plastic materials, new computer chips, . . ., etc. This course presents chemistry in the context of real-world examples, be it in the area of forensics, food chemistry, chemistry of the body, and the like; the specific choice is left to the instructor. The examples presented lead to the introduction of scientific and chemical principles, which are then applied to achieve an

appropriate solution or understanding. **Prerequisite(s):* High school algebra. **Corequisite(s):* CH 101L. Hours: lecture, 3; laboratory, 3. Spring semester.

CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
4.00 credits. **(Natural and Physical Science Core Course)** An introduction to the study of the material world from a conceptual, model-building viewpoint. Topics include: elements and compounds, atomic composition and electronic structure, bonding and molecular structure, physical properties, thermodynamics and reaction kinetics. **Prerequisite(s):* High school chemistry and algebra. **Corequisite(s):* CH 105L. Hours: lecture 3, laboratory 3. Fall semester.

CH 109 - NPS Introduction to Forensic Science
4.00 credits. **(Natural and Physical Science Core Course)** Scientific principles are applied to the analysis of evidence found at a crime scene. Fingerprints, bloodstains, drugs, paint chips, broken glass, and strands of hair are all valuable evidence for solving crimes, but only if they are properly collected and analyzed. This course provides an overview of the field of forensic science and ties in the scientific concepts underlying the various techniques. CH 109 as a stand-alone course will satisfy Natural and Physical Non-Lab Science Core. Fall semester.

CH 110 - NPS Forensic Science Laboratory
2.00 credits. **(Natural and Physical Science Core Course)** Designed to parallel the topics covered in CH 109. Analytical methods for analyzing evidence commonly found at crime scenes. Microscopic, wet bench, and instrumental techniques are covered. *Pre/Corequisite(s): CH 109. This combination of CH 109 and CH 110 earns Lab Science credit and will only satisfy **one** of the required two Natural and Physical Science Core requirements. Spring semester.

CH 113 - Organic Chemistry I
4.00 credits. An introduction to the principles guiding the structure of organic molecules and how structure affects reactivity. Both structure and reactivity will be approached from kinetic, thermodynamic, and mechanistic viewpoints. Topics include bonding, stereochemistry, nomenclature, conformational analysis, substitutions, eliminations, addition reactions, and instrumentation applied to carbon compounds. The importance of organic compounds across disciplines and in everyday life will be emphasized. **Prerequisite(s):* a grade of C- or above in CH 105. **Corequisite(s):* CH 113L. Hours: lecture 3, laboratory 3. Spring semester.

CH 201 - Laboratory Methods in Chemistry
2.00 credits. This course presents a number of laboratory techniques that are used in many of the upper-level chemistry (and other science) courses. These techniques include: keeping a laboratory notebook, making careful volumetric and gravimetric measurements, performing statistical analysis and writing a report. **Prerequisite(s):* CH 105. Hours: lecture 1, laboratory 3. Fall semester.

CH 207 - NPS Chemistry and Politics of Cancer and AIDS
4.00 credits. **(Natural and Physical Science Core Course - Honors)**sThis interdisciplinary course seeks to rectify the science of two deadly diseases with the public policy that has been established around these diseases. Many of us have preconceived notions about how we view AIDS and cancer, but does the actual biochemical basis of these diseases correlate well with their corresponding public policies?

CH 213 - Organic Chemistry II
4.00 credits. A continuation of CH 113, that builds on the principles of structure and reactivity from kinetic, thermodynamic, stereochemical, and mechanistic viewpoints. An emphasis will be placed on synthesis and reaction mechanism with a focus on the chemistry of aromatic compounds and the carbonyl group. The importance of

organic compounds across disciplines and in everyday life will be emphasized. **Prerequisite(s):* a grade of C- or above in CH 113. **Corequisite(s):* CH 213L. Hours: lecture 3, laboratory 3. Fall semester.

CH 214 - Chemical Instrumentation
4.00 credits. Instrumental methods of analysis. Electrochemical, spectrophotometric, and chromatographic methods are discussed. Laboratory introduces a variety of analytical instruments and associated methods, including computer-based data analysis. **Prerequisite(s):* CH 213 and CH 201. **Corequisite(s):* CH 214L. Hours: lecture 3, laboratory 4. Spring semester.

CH 242 - Physical Inorganic Chemistry
4.00 credits. Thermodynamic stability and bonding in ionic and covalent inorganic substances. Inorganic reactivity in acid-base and oxidation-reduction systems. Some descriptive chemistry of main group and transition metal elements. Laboratory is designed to acquaint students with synthetic methods in organic and inorganic chemistry and purification and identification. **Prerequisite(s):* CH 213. **Corequisite(s):* CH 242L. Hours: lecture 3, laboratory 3. Spring semester.

CH 291 - Independent Research in Chemistry
Variable (1.00 to 3.00) credit(s). An independent experimental or theoretical investigation under the close supervision of a faculty member and designed specifically for students who are too early in their course work to begin CH 491, CH 496, or CH 471. **Prerequisite(s):* Permission of instructor. Register by Instructor. Fall semester. This course is repeatable for credit.

CH 292 - Independent Research in Chemistry
Variable (1.00 to 3.00) credit(s). An independent experimental or theoretical investigation under the close supervision of a faculty member and designed specifically for students who are too early in their coursework to begin CH 491, CH 496 or CH 471. **Prerequisite(s):* Permission of instructor. Register by Instructor. Spring semester. This course is repeatable for credit.

CH 323 - Biochemistry I
3.00 credits. 3.00 credits. The integration of principles introduced in previous courses, including general biology, general chemistry, and organic chemistry, applied towards an understanding of living matter. Structures, functions, and metabolism of the major classes of biomolecules are emphasized. **Prerequisite(s):* BIO 111, CH 213, and an additional 200-level biology or chemistry and biochemistry department course. Fall semester.

CH 324 - Biochemistry II
3.00 credits. A continuation of CH 323, with an emphasis on the integration and regulation of metabolism of biomolecules. **Prerequisite(s):* CH 323. Spring semester.

CH 326 - Techniques of Biochemistry
2.00 credits. Techniques used in experimental investigations in biochemistry. **Corequisite(s):* CH 323. Hours: laboratory 4. Fall semester.

CH 343 - Physical Chemistry I
4.00 credits. An investigation of the physical basis of chemistry, treating molecular properties, bulk properties, and chemical reactions by applying the laws of physics. The fundamentals of quantum mechanics are introduced and applied to atoms, molecules, and their interactions. Basic spectroscopy is covered from this perspective. Bulk level systems are treated with classical thermodynamics leading up to the treatment of chemical equilibrium. An introduction to chemical kinetics is given. The laboratory portion will illustrate these principles with experimental

work. **Prerequisite(s):* PHY 201, MA 121, and CH 214. **Corequisite(s):* CH 343L. Hours: lecture 3, laboratory 3. Fall semester.

CH 344 - Physical Chemistry II
3.00 credits. Material presented in CH 343 is expanded upon and supplemented. Techniques for applying quantum mechanics to molecular systems are presented along with some advanced topics in spectroscopy. Thermodynamics is supplemented with a statistical treatment of matter and more advanced topics in chemical kinetics are covered. **Prerequisite(s):* CH 343. Hours: lecture 3. Spring semester.

CH 344L - Physical Chemistry Laboratory II
1.00 credit. Experimental investigations in topics associated with Physical Chemistry II. **Corequisite(s):* CH 344. Hours: laboratory 3.

CH 361 - Chemistry Seminar I
0.00 credit. Part of a two-semester seminar sequence, CH 361 challenges students to critically evaluate how chemistry is communicated to a range of audiences through the written and spoken word. In addition to completing a major writing piece, students are required to deliver at least one oral presentation, as well as attend and evaluate the oral presentations of their peers. Students must enroll in both CH 361 and CH 362 to receive a letter grade, which is awarded at the completion of CH 362. Hours: seminar 1. Fall semester.

CH 362 - Chemistry Seminar II
1.00 credit. Part of a two-semester seminar sequence, CH 362 challenges students to critically evaluate how chemistry is communicated to a range of audiences through the written and spoken word. In addition to completing a major writing piece, students are required to deliver at least one oral presentation, as well as attend and evaluate the oral presentations of their peers. Students must enroll in both CH 361 and CH 362 to receive a letter grade, which is awarded at the completion of CH 362. **Prerequisite(s):* CH 361. Hours: seminar 1. **Signature Learning Experience: Capstone Experience.** Spring semester.

CH 370-378 - Special Topics in Chemistry
Variable credit. Study of an advanced topic, experimental or theoretical, of interest to the student. **Prerequisite(s):* Department Chair approval. Register by Instructor. This course is repeatable for credit.

CH 402 - Advanced Inorganic Chemistry
3.00 credits. A study of the elements and their compounds based upon atomic and molecular structure. **Prerequisite(s):* CH 242. Hours: lecture 3. Fall semester.

CH 414 - Advanced Instrumental Analysis
4.00 credits. Modern analytical methods, applications and instrumentation. **Prerequisite(s):* CH 214. Hours: lecture 2, laboratory 4. Fall or spring semester.

CH 421 - Advanced Organic Chemistry
3.00 credits. A study of organic reactions based on experimental and advanced theoretical studies. **Prerequisite(s):* CH 213. Hours: lecture 3. Fall or spring semester.

CH 455 - Integrated Chemistry Laboratory I
1.00 Investigation of a research problem requiring integration and application of knowledge and techniques from several different areas of chemistry. The course is taught jointly by all members of the department. **Prerequisite(s):* Senior standing or permission of instructor. Hours: laboratory 3. **Signature Learning Experience: Capstone Experience.**

CH 456 - Integrated Chemistry Laboratory II
1.00 Investigation of a research problem requiring integration and application of knowledge and techniques from several different areas of chemistry. The course is taught jointly by all members of the department. **Prerequisite(s):* Senior standing or permission of instructor. Hours: laboratory 3. **Signature Learning Experience: Capstone Experience.**

CH 461 - Chemistry Seminar III
0.00 credit. Part of a two-semester seminar sequence, CH 461 challenges students to critically evaluate how chemistry is communicated to a range of audiences through the written and spoken word. In addition to completing a major writing piece, students are required to deliver at least one oral presentation, as well as attend and evaluate the oral presentations of their peers. Students must enroll in both CH 461 and CH 462 to receive a letter grade, which is awarded at the completion of CH 462. Hours: seminar 1. **Signature Learning Experience: Capstone Experience.** Fall semester.

CH 462 - Chemistry Seminar IV
1.00 credit. Part of a two-semester seminar sequence, CH 462 challenges students to critically evaluate how chemistry is communicated to a range of audiences through the written and spoken word. In addition to completing a major writing piece, students are required to deliver at least one oral presentation, as well as attend and evaluate the oral presentations of their peers. Students must enroll in both CH 461 and CH 462 to receive a letter grade, which is awarded at the completion of CH 462. **Prerequisite(s):* CH 461. Hours: seminar 1. **Signature Learning Experience: Capstone Experience.** Spring semester.

CH 471 - Internship in Forensic Science
Variable (2.00 to 6.00) credits. Work experience in a laboratory that performs forensic science analysis. The laboratory must be an ASCLD-certified laboratory (listed at www.ascld-lab.org/legacy/aslablegacylaboratories.html). The internship is normally performed during the summer months and need not be located near the College. A maximum of six credit hours from Chemistry 471 may count as chemistry electives. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

CH 472 - Internship in Chemistry
Variable credit. Students gain off-campus work experience in a chemical or biochemical laboratory. For students in the *Chemistry Laboratory Sciences* major, twelve credits of CH 472 count as requirements for the major. For other chemistry majors, this may be taken as a chemistry elective course and a maximum of six credit hours from Chemistry 472 may count this way. Additional credits beyond these amounts count as free electives. **Prerequisite(s):* Approval of the department chair **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

CH 480-489 - Independent Study in Chemistry or Biochemistry
Variable credit. Individual study in areas of interest for students capable of conducting independent research. **Prerequisite(s):* Approval of the Department Chair and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

CH 491 - Research in Chemistry
Variable (1.00 to 4.00) credit(s). An original experiment or theoretical investigation under the close supervision of a faculty member. Experimental design and a written report are required. **Signature Learning Experience: Supervised Research.** Register by Instructor. Fall semester. This course is repeatable for credit.

CH 492 - Research in Chemistry
Variable (1.00 to 4.00) credit(s). An original experiment or theoretical investigation under the close supervision of a faculty member. Experimental design and a written report are required. **Signature Learning Experience: Supervised Research.** Register by Instructor. Spring semester. This course is repeatable for credit.

CH 496 - Independent Problems in Chemistry
Variable (1.00 to 4.00) credit(s). An independent experimental or theoretical investigation under the close supervision of a faculty member. Experimental design and a written report are required. **Prerequisite(s):* Permission of the instructor. Register by Instructor. This course is repeatable for credit.

Department of Communications

Skillen (Chair), Gillis, Helb, Hughes, Johnson, Poniatowski, Telleen

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The Department of Communications offers a comprehensive preparation in the professional field of communications, firmly grounded in a well-rounded liberal arts education. In addition to developing written, spoken, and performance skills, students learn communications theories, media design, management, and production.

Advanced courses in oral presentation, media management, graphics, writing, audio and video production, new media, corporate communications, and cultural communications, among others, permit majors to advance into this discipline.

Department facilities and the Media Center are located in the Steinman Center for Communications and Fine Arts. This Center contains modern equipment in audio and video studios, and graphics and multi-image laboratories. The student-operated media stations, WWEC 88.3 FM and ECTV Channel 40, and the student-run newspaper, the Etownian, are housed in the Center. The Department also operates a citizen journalism news website, www.wetown.org.

The curriculum is complemented by a number of Departmental organizations: WWEC-FM radio, Photography Club, Society for Collegiate Journalists (honorary society), the Jay Firm (student public relations agency), ECTV-40, and others. The Etownian provides excellent journalism experiences for majors. These organizations sponsor speakers, workshops, contests, and field trips to enhance campus life while making the student's classroom experience more meaningful.

The curriculum, along with the many co-curricular activities, prepares majors for careers in corporate and institutional communications, public relations, marketing communications, broadcasting and media production related fields, journalism, newspaper and magazine writing and reporting, social media management, advertising, sales, law, and many more fields.

Majors Offered

The Department offers a major in Communications with two concentrations. Students may select a concentration from the following: Public Relations or Mass Communications.

Minors Offered

A Communications minor is offered to students majoring in other programs. The minor permits students to reach a level of competency in written, spoken, and visual communications to complement their primary area of preparation.

Internships and Practica

Out-of-classroom, on-the-job field experiences are encouraged of all majors and minors. An experience linking the academic world and the work world can enable an advanced student to apply – in a practical way – understandings and abilities in a career-related position. Practica may be elected by majors and minors at the sophomore level and above and are available for zero, one, two, or three semester credits with on- or off-campus sponsors. Board

members of ECTV and WWEC may also receive a one-credit practicum experience. Additionally, students may complete a one-credit research practicum following the completion of COM 330. The research practicum experience allows students to complete the research project designed in COM 330 - Communication Research Methods. Practicum experiences are repeatable to a maximum of four credits and may count only as general elective credit. Internship credits also count only as general elective credits. They are available only to seniors and must be taken only for 12 semester credits (requiring the internship to be the equivalent of a full-time position for an entire semester). Additionally, the internship option requires an overall 2.70 grade point average and a 3.00 grade point average in the major. The Department's "Guide to the Preparation of Internships" serves as an outline of procedures and requirements for an internship. Students are permitted to seek their own positions for either option (practicum or internship) or to apply for one from the many opportunities already listed with regional communications organizations.

General Information

All students must have a 2.00 grade point average to declare the major or minor and enroll in any courses above the 100 level.

Honors in the Discipline

The Department of Communications participates in the College Honors in the Discipline Program. Communications majors with a GPA of at least 3.6 in the major and 3.5 overall by the end of the fall semester of their junior year are invited to explore a topic of their choosing and produce a major work in consultation with the student's honors committee. A public oral presentation of the work is also expected. This experience is offered by invitation to those students who meet the Honors in the Discipline criteria.

Bachelor Degree Majors

Communications (B.A.)

Student Learning Outcomes for Communications:

Students will be able to:

- Write effective communication materials for a variety of contexts.
- Effectively demonstrate competencies in oral communication.
- Demonstrate competencies in media production.
- Use critical thinking skills in the application of communication theories.
- Plan and implement communication productions that address organizational challenges.
- Demonstrate leadership abilities through effective program and production management including independent, experiential learning, and collaborative endeavors.
- Conduct all work in an ethical manner.

The Communications major requires:

- COM 120 - Intro to Communications
- COM 130 - Visual Communications
- COM 210 - Presentation Skills
- COM 211 - Multimedia Journalism
- COM 248 - Communication Law and Ethics
- COM 330 - Communication Research Methods
- COM 333 - Organizational Communication
- COM 485 - Communications Capstone

The Public Relations concentration requires:

- COM 235 - PR Media Production
- COM 351 - Intro to Public Relations
- COM 355 - PR Writing
- COM 358 - Marketing Communications
- Two additional Communications electives

The Mass Communications concentration requires:

- COM 220 - Audio Production
- COM 230 - Video Production
- COM 310 - New Media Production
- COM 316 - Broadcast News
- COM 410 - Advanced Production
- One additional Communications elective

Elective courses:

- COM 145 - CE Digital Photography (ART 145)
- COM 251 - International Communications
- COM 252 - HUM Multi-Cultural Communications
- COM 261 - Film Studies
- COM 314 - Magazine Production
- COM 351 - Intro to Public Relations
- COM 358 - Marketing Communications
- COM 370-378 - Special Topics in Communications
- COM 412 - Advanced Public Relations
- COM 424 - Script and Screenwriting

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- COM 120 - Intro to Communications
- COM 130 - Visual Communications
- COM 210 - Presentation Skills
- COM 211 - Multimedia Journalism
- Two Elective courses (8 credits total)

Second Year Suggested Courses:

- COM 248 - Communication Law and Ethics
- Four Core/Elective courses (16 credits total)

The Public Relations Concentration requires:

- COM 235 - PR Media Production
- COM 333 - Organizational Communication
- COM 351 - Intro to Public Relations

The Mass Communications Concentration requires:

- COM 220 - Audio Production
- COM 230 - Video Production
- COM 310 - New Media Production

Third Year Suggested Courses:

- COM 330 - Communication Research Methods
- Four Core/Elective courses (16 credits total)

The Public Relations Concentration requires:

- COM 355 - PR Writing
- COM 358 - Marketing Communications
- Public Relations Concentration elective (4 credits)

The Mass Communications Concentration requires:

- COM 316 - Broadcast News
- COM 410 - Advanced Production
- Mass Communications Concentration elective (4 credits)

Fourth Year Suggested Courses:

- COM 485 - Communications Capstone
- COM 333 - Organizational Communication (for Mass Communications Concentration)
- Six Core/Elective courses (24 credits total)

Note:

Students must declare a concentration of study by the beginning of their sophomore year (second year) and transfer students (internal or from other institutions) must declare a concentration of study upon declaring the communications major. Declaring the concentration late could result in students taking additional semesters of study to complete course work in proper sequence. To maintain the integrity and unique quality of the concentrations, most courses are not transferrable between concentrations. Inherent in this assumption: prerequisite courses must be taken in advance of courses, NOT as co-requisites. Although not required, a minor course of study is recommended by the Department of Communications.

Academic Minors

Communications Minor

A **Communications minor** is offered to students majoring in other programs. The minor permits students to reach a level of competency in written, spoken, and visual communications to complement their primary area of preparation.

The 24 credits required for a Communications minor include:

- COM 120 - Intro to Communications
- COM 130 - Visual Communications
- COM 210 - Presentation Skills
- COM 211 - Multimedia Journalism

Two Communications electives from:

- COM 145 - CE Digital Photography (ART 145)
- COM 220 - Audio Production
- COM 230 - Video Production
- COM 235 - PR Media Production
- COM 248 - Communication Law and Ethics
- COM 261 - Film Studies
- COM 316 - Broadcast News
- COM 333 - Organizational Communication
- COM 351 - Intro to Public Relations
- COM 355 - PR Writing
- COM 358 - Marketing Communications

Communications Courses

COM 105 - Fundamentals of Speech
4.00 credits. Basic instruction on developing poise and confidence in speaking. Emphasis is placed on verbal and nonverbal communications, research, outlining, speech preparation, use of visual aids, and the rudiments of group dynamics and discussion.

COM 120 - Intro to Communications
4.00 credits. In this course students study communication as a field of study focusing both on human and mediated communication (news, persuasion, entertainment). As theories provide the means to understand, explain, predict and implement communication processes and events. This course will also expose students to significant media history to inform the current applications of media in society, business and mass communication environments. *This course is required of all Communications majors and minors.

COM 130 - Visual Communications
4.00 credits. In this course students study the design, theory and development of production in visual communication including digital photography, new media design and basic print design principles. Students will apply aesthetics and concepts learned to the production of visual media projects. **Prerequisite(s):* Declared or intended communications major or declared communications minor or permission of the instructor.

COM 145 - CE Digital Photography (ART 145)
4.00 credits. **(Creative Expression Core Course)** This is a course in beginning digital photography. Photography will be dealt with as a photojournalistic form and an art form. No prior knowledge or experience in the arts or photography is expected. Demonstrations and supervised lab periods will be used to instruct students in basic camera and PhotoShop techniques of digital photography. Individual and group critiques/discussions of student photography will be held. Discussion of photographic history, criticism and aesthetics will be used to help the student understand class projects and to increase appreciation of photographic traditions and contemporary trends.

COM 210 - Presentation Skills
4.00 credits. Students become proficient at translating the written word into a professional oral performance. Exercises and projects develop competence in a variety of areas appropriate to any of the Communications concentrations that may be chosen by a major. This course is an advanced professional speaking course, which allows students to experience various presentation formats with the focus on one organization. **Prerequisite(s):* COM 120.

COM 211 - Multimedia Journalism
4.00 credits. In this course students study the application and importance of clear, logical writing necessary for success in print, broadcast and online project management. Grammar, language skills and Associated Press style will be introduced and refined. **Prerequisite(s):* COM 120.

COM 220 - Audio Production
4.00 credits. The technical and aesthetic fundamentals of the radio industry and audio production fields are explored in this course, including an advanced examination of writing and production materials for radio/audio programming. An in-depth analysis of the audio medium - including commercials, news, documentaries, digital editing and special programs - will be undertaken. Through the development of analytical, technical and critical skills, the student will become knowledgeable in writing and producing a complete range of audio projects. A general overview of the history of audio broadcasting is included. Students are required to purchase production materials for the course. **Prerequisite(s):* COM 120 and COM 130.

COM 230 - Video Production
4.00 credits. The technical and aesthetic fundamentals of the television industry and video production fields are explored in this course, including an advanced examination of writing and production materials for television/video programming. An in-depth analysis of the video medium, including commercials, news, documentaries, digital editing and special programs, will be undertaken. Through the development of analytical, technical and critical

skills, the student will become knowledgeable in writing and producing a complete range of video projects. A general overview of the history of video broadcasting is included. Students are required to purchase production materials for the course. **Prerequisite(s):* COM 120 and COM 130.

COM 235 - PR Media Production
4.00 credits. This course addresses theory and principles of multimedia (audio and video) as applied in business and organizational settings. This course emphasizes achieving an organization's goals through informing, persuading, and entertaining while applying the foundations of theory, planning, scripting, storyboarding, and production. **Prerequisite(s):* COM 120 and COM 130.

COM 248 - Communication Law and Ethics
4.00 credits. An examination of the law related to the field of communications as well as its history and effects. Current ethical issues are explored through case studies. Analysis of legal and ethical issues affecting the media - including the First Amendment, defamation, privacy, news gathering, obscenity, copyright and broadcasting/telecommunications - and the views of philosophers from Socrates to the present. **Prerequisite(s):* COM 120.

COM 251 - International Communications
4.00 credits. The course is an examination of the systems of communications around the world. It is designed to examine the human experience as an American by exploring the sociocultural, economic, political and scientific/technical impact of communications.

COM 252 - HUM Multi-Cultural Communications
4.00 credits. **(Humanities Core Course)** The course is designed to study issues of diversity and the media by investigating the audience, content and institutions of communications. Cultural perceptions will be explored as they relate to an individual's beliefs on diversity such as race, ethnicity, gender, sexual orientation, religion, age, class and disability. A research and field experience will challenge students to analyze and formulate their own views.

COM 261 - Film Studies
4.00 credits. This course is an introduction to cinema studies including the history of cinema, methodologies of filmmaking and criticism, and critical analysis of film. Throughout the semester, students will learn to actively watch and analyze a variety of films, as well as the general application of critical film analysis, the history of film from the early experimental films produced at the turn of the century through the rise of the "Studio System," alternative cinema and "New Hollywood," and contemporary filmmaking. Major film theories and theorists will be explored contemporaneously and critically analyzed.

COM 310 - New Media Production
4.00 credits. This course is an examination of convergence in mass media and how that convergence impacts website design. Through theory, application and practice, students will learn about media convergence and its place in the new media landscape. Emphasis will be placed on proper design and evaluation of websites. **Prerequisite(s):* COM 120 and COM 130, or ART 207 and COM 130.

COM 314 - Magazine Production
4.00 credits. This course focuses on the writing, editing, production and management skills in the magazine publishing industry. Skills needed to write as a freelance writer and staff writer in the magazine industry are developed. Story titles, openings, closings, structures, research and query letters are examined. The impact of new media on the traditional print magazine also is explored. The course culminates with the production of a mass circulation publication - The Jay Crew magazine. **Prerequisite(s):* COM 211.

COM 316 - Broadcast News
4.00 credits. This course serves as an introduction to the styles and techniques of writing for the broadcast media. Emphasis is given to conceptualizing, writing and editing news copy for television and radio as well as copy for commercial and public service campaigns. **Prerequisite(s):* COM 211, COM 220 and COM 230.

COM 330 - Communication Research Methods
4.00 credits. In this course students use social science methods to analyze the role of communications (corporate and mass communication) to solve current challenges. Students will pursue research projects in which theories are applied and tested using the scientific method. Students learn both theoretical and methodological concepts for documenting applied research in communications, including but not limited to public opinion polling, market research and qualitative methods, focusing on surveys, content analysis, focus groups and audience analysis. **Prerequisite(s):* Junior standing in the communications major or minor.

COM 333 - Organizational Communication
4.00 credits. Through theory, application and practice, this course explores aspects of organizational communication in order to prepare students for the challenges of organized activity at work, in the community, and in the family. **Prerequisite(s):* COM 120.

COM 351 - Intro to Public Relations
4.00 credits. A study of the theory and practice of public relations, its role in administration, its role in society, and its potential as a career. Course content addresses strategies and tactics of public relations in commercial, nonprofit and government organizations. **Prerequisite(s):* COM 211.

COM 355 - PR Writing
4.00 credits. In this course students study a survey of strategic writing activities that address the most common and best practices in corporate communication, included but not limited to project management documents, media relations documents, and corporate media production documents. **Prerequisite(s):* COM 211.

COM 358 - Marketing Communications
4.00 credits. Skills are provided in blending concepts and applications of marketing communications that integrate advertising, public relations, sales promotion and other organizational efforts into a strategic viewpoint in a global/international environment. Students are taught from an integrated marketing communications perspective with respect to planning, implementation and control of marketing communications campaigns. **Prerequisite(s):* COM 351.

COM 370-378 - Special Topics in Communications
4.00 credits. Periodic offerings of the Department or directed study in topics of special interest to advanced majors. These courses count as concentration elective credit. This course is repeatable for credit.

COM 410 - Advanced Production
4.00 credits. This team-based production course will challenge students to produce professional projects for local clients that exhibit advanced writing, audio, video and online skills. Project management, teamwork, negotiation, and best practices are at the core of this mass communications course. **Prerequisite(s):* COM 230 and Communications major or minor with a minimum of junior standing in the Department.

COM 412 - Advanced Public Relations

4.00 credits. The course provides an opportunity for students to build upon knowledge, skills and expertise in public relations by applying them to the study of actual public relations cases. The analysis and evaluation of actual public relations practice lead the student to a better knowledge of public relations principles, application and management in the profession. Agency projects enhance the application of advanced public relations practices. **Prerequisite(s):* COM 351.

COM 424 - Script and Screenwriting
4.00 credits. Emphasis is placed on identifying the tools used in successful creative writing and then putting them into practice. Through study and practical application, students become familiar with the various visual/audio formats used in dramatic and documentary television and film writing. **Prerequisite(s):* COM 211 or declared Creative Writing minor or permission of the instructor.

COM 470-473 - Practicum
Variable (0.00 to 3.00) credit(s). Supervised application of previously studied theory by professionals in the field of the student's concentration. Practicum with an on- or off-campus sponsor may be used for free elective credit only, repeatable to a maximum of four credits within a major or minor declaration. Additionally, students may complete a one-credit research practicum following the completion of COM 330. The research practicum experience allows students to complete the research project designed in COM 330. A maximum of four credit hours from Communications 470-473 may count as communications electives. Additional credits count as free electives. **Prerequisite(s):* At least sophomore standing, and majors/minors only. Research practicum requires completion of COM 330. **Signature Learning Experience: Practicum.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

COM 474 - Internship in Communications
12.00 credits. Supervised application of previously studied theory by professionals in the field of the student's concentration. A maximum of twelve credit hours from Communications 474 may count as communications electives. Additional credits count as free electives. **Prerequisite(s):* Senior standing, majors only, 2.70 cumulative grade point average with a 3.00 grade point average in the major. Must be taken for a full semester off campus for free elective credit only. **Signature Learning Experience: Internship.** Register by Instructor.

COM 480-484 - Independent Study in Communications
Variable credit. A specially-designed course, unique to each student, allowing the individual the opportunity to pursue scholarly and practical work in the area of major interest under the guidance of members of the Communications faculty. Specific goals and objectives permit the student to complete special projects, literature reviews and research papers. **Prerequisite(s):* At least junior standing, scholarship requirement, and approval of Independent Study Committee. Register by Instructor. This course is repeatable for credit.

COM 485 - Communications Capstone
4.00 credits. A capstone course providing an integration of course work, knowledge, skills and experiential learning to enable the student to demonstrate a broad mastery of professional expectations for a promise of initial employability, further learning and career advancement. Critical thinking, creative thinking, problem-solving strategies, effective written and oral communication, quantitative and qualitative analysis, computer literacy, library competency and mediated communication related to a student's concentration and specific career plans is employed. **Prerequisite(s):* Senior standing and majors only and COM 330. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

COM 498 - Honors in the Discipline I
2.00 credits. Communications majors of superior ability are invited to explore a topic of their choosing and produce a major work in consultation with the student's honors committee. A public oral presentation of the work is also

expected. **Prerequisite(s):* Communications majors with a GPA of at least 3.6 in the major and 3.5 overall by the end of the fall semester of their junior year. By invitation only. **Signature Learning Experience: Supervised Research.** Register by Instructor.

COM 499 - Honors in the Discipline II
2.00 credits. Communications majors of superior ability are invited to explore a topic of their choosing and produce a major work in consultation with the student's honors committee. A public oral presentation of the work is also expected. This is to be taken following the successful completion of COM 498. **Prerequisite(s):* Communications majors with a GPA of at least 3.6 in the major and 3.5 overall by the end of the fall semester of their junior year. Successful completion of COM 498. By invitation only. **Signature Learning Experience: Supervised Research.** Register by Instructor.

Department of Computer Science

Leap (Chair), Gu, Li, Wunderlich

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

Computing studies at Elizabethtown College are designed to help students develop knowledge and capabilities needed to meet the requirements of contemporary society as professionals of high quality and also to pursue graduate programs. The courses offered by the Department use the most recent software products and hardware equipment. Students are provided with a strong background in both the theory and application of computing and are encouraged to pursue interdisciplinary studies that leverage the power of information technologies. They are involved in research activities through development of projects, seminars, and internships, which challenge their creativity and require logical thinking. Learning about ethical and moral principles related to computers prepares students not only to be successful professionals possessing high competence in the area of their studies, but also to be members of society who are able to make professionally responsible decisions.

Majors Offered

The Department offers majors in Computer Science, Data Science, Information Systems, and, in conjunction with the Department of Engineering and Physics, Computer Engineering. Each major provides a strong curriculum from which a professional career may be launched or a graduate program pursued.

Minors Offered

The Department offers minors in Computer Science and Information Systems that enable majors in other disciplines to obtain recognition for course work in these areas. Department faculty help tailor the elective course selections to meet individual needs of students pursuing a minor. The Department also participates in the Data Analytics minor.

Honors in the Discipline

The Department of Computer Science participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

Computer Science (B.S.)

Student Learning Outcomes for Computer Science:

Students will be able to:

- Apply knowledge of computing and mathematics appropriate to the discipline, including common data structures and basic algorithms.
- Analyze a problem and identify and define the computing requirements appropriate to its solution.
- Explain computer hardware ranging from the basic logic gates and combinational logic circuits through high level computer organization.

- Design, implement, and evaluate a computer-based system, process, component or program, including operating systems and database systems, to meet desired needs.
- Function effectively on teams and use software engineering principles to accomplish a common goal.
- Communicate effectively with a broad range of audiences.
- Explain the local and global impact of computing and the associated professional, ethical, legal, security, and social responsibilities.
- Engage in continuing professional development.
- Use current techniques, skills, and tools necessary for computing practice, including theory and design of computer languages and their translation into machine operations, programming paradigms including procedural, object oriented and parallel programming, and hardware and software elements of data communications and computer networking.
- Explain processes that support the delivery and management of information systems within a specific application environment.

The Computer Science major requirements are:

- CS 121 - Computer Science I
- CS 122 - Computer Science II
- CS 221 - Data Structures
- CS 222 - Systems Programming (EGR 222)
- CS 309 - Database Systems
- CS 322 - Algorithms
- CS 332 - Computer Organization and Architecture (EGR 332)
- CS 341 - Software Engineering
- CS 342 - Computer Networking
- CS 421 - Compiler Design
- CS 422 - Operating Systems (EGR 422)
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 235 - Introduction to Mathematical Proofs
- Two Computer Science or Data Science courses at or above the 200-level (Students can elect to complete CS 490 or CS 495 as one of the elective options in this major.)

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CS 121 - Computer Science I
- CS 122 - Computer Science II
- MA 121 - MA Calculus I
- MA 122 - Calculus II

Second Year Suggested Courses:

- CS 221 - Data Structures
- CS 222 - Systems Programming (EGR 222)
- CS 342 - Computer Networking
- MA 235 - Introduction to Mathematical Proofs

Third Year Suggested Courses:

- CS 309 - Database Systems
- CS 322 - Algorithms
- CS 332 - Computer Organization and Architecture (EGR 332)
- CS 341 - Software Engineering

Fourth Year Suggested Courses:

- CS 421 - Compiler Design
- CS 422 - Operating Systems (EGR 422)
- Two Computer Science Elective courses (8 credits total)

Notes:

1. CS 121 and CS 122 are prerequisites to upper-level courses in Computer Science and must be taken before upper-level course can be attempted. Placement above CS 121/CS 122 for incoming students is done either by AP exam credit or through discussion with the course instructor and the department chair.
2. MA121 and MA 122 are required of Computer Science majors, and should be taken in the first year, if possible. A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus AB Examination should be placed MA 122 in the first semester. Credit will be given for MA 121. A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus BC Examination receives credits for both MA 121 and for MA 122.
3. A C- or better is required to advance from MA 121 to MA 122.

Data Science (B.S.)

Student Learning Outcomes for Data Science:

Students will be able to:

- Apply a strong knowledge related to computing, business, and mathematics in managerial decision making.
- Analyze practical problems, and identify and define the computing requirements appropriate to their solution.
- Design, implement, and evaluate computer-based systems, processes, components, or programs that should meet established national and international standards and specific requirements.

- Communicate effectively with a broad range of people representing different audiences involved in the IS development or implementation processes by using appropriate electronic software products for presentations, data processing, data visualization, and groupware software.
- Analyze the local and global impact of computing on individuals, organizations, and society.
- Choose appropriate hardware and software for specific applications.
- Quickly adapt to new software products and recently developed hardware.
- Develop information systems within a specific application environment by implementing appropriate software engineering methodologies.
- Work effectively as a member of a team to accomplish a common goal.
- Demonstrate a commitment to professional, ethical, legal, security, social, and moral issues and responsibilities.
- Be engaged in professional development activities.

The Data Science major requires:

- CS 121 - Computer Science I
- CS 122 - Computer Science II
- CS 221 - Data Structures
- CS 309 - Database Systems
- DS 200 - Introduction to Data Science
- DS 300 - Data Mining
- DS 315 - Statistical Learning
- DS 400 - Big Data
- DS 452 - Data Science Capstone
- MA 121 - MA Calculus I
- MA 200 - Applied Matrix Algebra
- MA 222 - Calculus III
- MA 251 - MA Probability and Statistics
- MA 252 - Statistical Methods in Research

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CS 121 - Computer Science I
- CS 122 - Computer Science II
- MA 121 - MA Calculus I

- MA 222 - Calculus III

Second Year Suggested Courses:

- CS 221 - Data Structures
- MA 200 - Applied Matrix Algebra
- MA 251 - MA Probability and Statistics
- DS 200 - Introduction to Data Science

Third Year Suggested Courses:

- CS 309 - Database Systems
- DS 300 - Data Mining
- DS 315 - Statistical Learning
- MA 252 - Statistical Methods in Research

Fourth Year Suggested Courses:

- DS 400 - Big Data
- DS 452 - Data Science Capstone

Information Systems (B.S.)

Student Learning Outcomes for Information Systems:

Students will be able to:

- Apply a strong knowledge related to computing, business, and mathematics in managerial decision making.
- Analyze practical problems, and identify and define the computing requirements appropriate to their solution.
- Design, implement, and evaluate computer-based systems, processes, components, or programs that should meet established national and international standards and specific requirements.
- Communicate effectively with a broad range of people representing different audiences involved in the IS development or implementation processes by using appropriate electronic software products for presentations, data processing, data visualization, and groupware software.
- Analyze the local and global impact of computing on individuals, organizations, and society.
- Choose appropriate hardware and software for specific applications.
- Quickly adapt to new software products and recently developed hardware.
- Develop information systems within a specific application environment by implementing appropriate software engineering methodologies.
- Work effectively as a member of a team to accomplish a common goal.

- Demonstrate a commitment to professional, ethical, legal, security, social, and moral issues and responsibilities.

- Be engaged in professional development activities.

The Information System major requirements are:

- CS 121 - Computer Science I
- CS 122 - Computer Science II
- CS 221 - Data Structures
- CS 230 - Microcomputer Architecture (EGR 230)
- CS 309 - Database Systems
- CS 310 - Web Development
- CS 341 - Software Engineering
- CS 342 - Computer Networking
- CS 363 - Computer Security
- CS 409 - Advanced Database Systems
- BA 265 - Management and Organizational Behavior
- BA 330 - Legal Environment of Business

- EC 101 - SSC Principles of Macroeconomics or
- EC 102 - SSC Principles of Microeconomics

- MA 251 - MA Probability and Statistics
- Two Computer Science or Data Science courses from the Computer Science major requirements at or above the 200-level.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CS 121 - Computer Science I
- CS 122 - Computer Science II

Second Year Suggested Courses:

- CS 221 - Data Structures
- CS 230 - Microcomputer Architecture (EGR 230)
- CS 342 - Computer Networking
- MA 251 - MA Probability and Statistics

- EC 101 - SSC Principles of Macroeconomics **Or**

- EC 102 - SSC Principles of Microeconomics

Third Year Suggested Courses:

- BA 265 - Management and Organizational Behavior
- BA 330 - Legal Environment of Business
- CS 309 - Database Systems
- CS 341 - Software Engineering
- CS 363 - Computer Security

Fourth Year Suggested Courses:

- CS 310 - Web Development
- CS 409 - Advanced Database Systems
- Two Computer Science Elective courses (8 credits total)

Note:

CS 121 and CS 122 are prerequisites to upper-level courses in Computer Science and must be taken before upper-level courses can be attempted. Placement above CS 121/CS 122 for incoming students is done either by AP exam credit or through discussion with the course instructor and the department chair.

Academic Minors

Computer Science Minor

The Computer Science minor requirements are:

- CS 121 - Computer Science I
- CS 122 - Computer Science II
- CS 221 - Data Structures
- CS 222 - Systems Programming (EGR 222)
- Two Computer Science or Data Science courses (6 credits minimum) from the Computer Science major or Data Science major requirements at or above the 200-level.

Information Systems Minor

The Information Systems minor requirements are:

- CS 121 - Computer Science I
- CS 122 - Computer Science II
- CS 309 - Database Systems
- CS 341 - Software Engineering
- Two Computer Science or Data Science electives (6 credits minimum) from the Information Systems major requirements at or above the 200-level.

Computer Science Courses

CS 113 - NPS The Power and Beauty of Computing
4.00 credits. **(Natural and Physical Sciences Core Course)** A broad introduction to the discipline of computer science is given with a focus on its deep concepts and powerful impact. An emphasis is placed on seven "big ideas" developed by the CS Principles initiative: creativity, abstraction, data, algorithms, programming, the Internet, and impact. Examples and problems are drawn from other scientific fields and include DNA processing, particle simulation, and projectile motion. Programming projects are done in the introductory Scratch language and Python. Students completing CS 122 or higher are prohibited from enrolling in CS 113.

CS 121 - Computer Science I
4.00 credits. The fundamental concepts of computer organization, machine-level representation of data, algorithmic development and structured programming are presented with an emphasis on the syntactic and execution characteristics of an object-oriented programming language, including data types; arithmetic operators and assignment; input/output, selection and iteration constructs; elementary data structures; and procedural abstraction.

CS 122 - Computer Science II
4.00 credits. A continuation of the presentation of the computer software essentials. The course surveys fundamental data structures for information processing and corresponding algorithm construction. The implementation of these data structures is considered. Additional topics include recursion, file processing, classes and advanced object-oriented programming techniques. **Prerequisite(s):* CS 121.

CS 221 - Data Structures
4.00 credits. The design of algorithms for handling abstract data types, including stacks, queues, linked lists, trees and graphs is coupled with an introduction to complexity analysis, storage allocation and management. **Prerequisite(s):* CS 122. Fall semester.

CS 222 - Systems Programming (EGR 222)
4.00 credits. This course covers advanced programming and machine representation of data and data structures, including dynamic structures and files. Topics include memory allocation, run-time data organization, function linkage and parameter passing, interrupt processing and the relationship between high level and machine language. **Prerequisite(s):* CS 122. Spring semester.

CS 230 - Microcomputer Architecture (EGR 230)
4.00 credits. Board-level design of microcomputers and the study of various computer architectures and hardware/software computing platforms. Topics include computer ethics, hardware components such as memory registers, central processor types, controllers, peripherals, input/output architecture and devices, memory management, and networking. **Prerequisite(s):* CS 121. Spring semester.

CS 309 - Database Systems
4.00 credits. An introduction to concepts of databases and database management systems including the storage, processing, evaluation, display and security of data. The course represents a study of the database logical and physical design; of the basic management techniques using the most popular data languages, SQL and QBE; and of the different methodologies for database development - the relational approach and the object-oriented approach. Practical skills to create concrete databases and the corresponding information systems using some of the most used software products (Oracle, MS SQL Server, MySQL and MS Access) are considered. **Prerequisite(s):* CS 121. Fall Semester.

CS 310 - Web Development
4.00 credits. A study of the architecture and functionality of the Internet and the World Wide Web is followed by an in-depth study of website design, including comprehensive coverage of HTML, XML, and other tools needed to establish an interactive website with a database back-end. Client-side programming will be done in JavaScript. Server-side programming will be done in a variety of languages that may include PHP, JSP, ASP.NET, or frameworks such as Rails. **Prerequisite(s):* CS 122. Fall semester.

CS 322 - Algorithms
4.00 credits. This course provides an introduction to theoretical computer science with an emphasis on algorithm design and analysis. Divide-and-conquer approaches, dynamic programming, NP-completeness, and graph algorithms are covered. Techniques including asymptotic analysis, solving recurrence relations, and amortized analysis are discussed. The final section of the course is dedicated to theory of computation, including regular expressions and finite automata, context-free grammars, Turing machines, and decidability. **Prerequisite(s):* CS 221. Spring semester, even-numbered years.

CS 332 - Computer Organization and Architecture (EGR 332)
4.00 credits. Introduction to Boolean algebra, design of combinational and sequential circuits, and their use in von Neumann computer architecture. Basic parts of computer systems - including memory, control and input-output systems - are studied. The student is expected to design a simple micro-programmed computer. **Prerequisite(s):* CS 121. Fall semester.

CS 333 - Digital Circuits and Computer Interfacing (EGR 333)
4.00 credits. Digital logic and integrated circuits to implement logic; architecture and machine-language programming of mini-computers and microprocessors; design, testing and construction of instrument-to-computer and computer-to-instrument interfaces; design and testing of supporting software. **Prerequisite(s):* CS 332/EGR 332, or permission of the instructor. Hours: lecture 3, laboratory 3. Spring semester, odd-numbered years.

CS 341 - Software Engineering
4.00 credits. An introduction to software development methodologies including requirements specification, design, testing, maintenance, and documentation. Students will participate in a large software development project using version control software. **Prerequisite(s):* CS 122. **Signature Learning Experience: Capstone.** Spring semester.

CS 342 - Computer Networking
4.00 credits. Theory and knowledge of computer networks, the operation of the network, the characteristics of network architecture as it relates to the ISO model and administration, and the security and management of networks are provided. Other topics include network hardware requirements, such as routers, repeaters, gateways, interface cards, file servers, network topology options, and the Internet. **Prerequisite(s):* CS 122. Spring semester.

CS 361 - Computer Graphics
4.00 credits. This course gives an overview of the fundamentals of computer graphics with an emphasis on the real-time rendering done in modern video games. Key topics include the rendering pipeline, transformations, texturing, shading, lighting, hidden surface removal, and other advanced techniques. Related material in geometry and linear algebra will be reviewed as needed. **Prerequisite(s):* CS 221. Spring semester, odd-numbered years.

CS 363 - Computer Security
4.00 credits. This course introduces the student to the fundamentals of computer security. Foundational concepts such as confidentiality, integrity, and availability are discussed in the context of both designing systems and evaluating existing systems for vulnerabilities. Cryptography is explored as a tool that can be applied to many

aspects of computer security. Theoretical discussions of security principles are enriched by examples from real world systems and protocols. **Prerequisite(s):* CS 122. Spring semesters, even years.

CS 370-378 - Special Topics in Computer Science
4.00 credits. A course designed to allow students to examine topics and problems of current relevance in computer science. **Prerequisite(s):* Permission of the instructor. This course is repeatable for credit.

CS 409 - Advanced Database Systems
4.00 credits. A study of advanced database systems, data warehousing, and data mining. The XML language is considered as a data exchange tool. Security and privacy aspects in databases are discussed. The World Wide Web is used as a database application platform to create web-driven databases working with different visual environments and commercial DBMSs. Practical skills in the design and development of information systems and their application are involved. **Prerequisite(s):* CS 309. Spring semester, even years.

CS 421 - Compiler Design
4.00 credits. Design and construction of system software such as compilers, interpreters and assemblers. Topics include command and statement parsing techniques, symbol tables, code generation and code optimization. A project involving design and construction of a working systems program is assigned. **Prerequisite(s):* CS 222. Fall semester, even years.

CS 422 - Operating Systems (EGR 422)
4.00 credits. Principles and theories behind the design of operating systems and their practical implementation, including executives and monitors, task handlers, scheduling algorithms, file handlers, device drivers and interrupt handlers, theories of resource allocation and sharing, multiprocessing and interprocess communication. **Prerequisite(s):* CS 222 / EGR 222 and CS 332 / EGR 332. Spring semester.

CS 433 - Advanced Computer Engineering (EGR 433)
4.00 credits. Circuit-level design and implementation of complete computer systems. Major laboratory projects require students to design, build, test and demonstrate computer hardware designs using Field Programmable Gate Arrays and bread boarded circuits. Class lectures include design of embedded systems, microcontrollers, microprocessors and supercomputers. **Prerequisite(s):* CS 332/EGR 332. Hours: lecture 3, laboratory 3. Spring semester, even-numbered years.

CS 434 - Green Robotics, Automation, and Machine Intelligence (EGR 434)
4.00 credits. Cutting-edge innovations in robotics, automation, and machine Intelligence that result in the most environmentally-friendly and humanity-sensitive use of technology and resources to manufacture products or aid humans. Various forms of Machine Intelligence including Symbolic AI which uses programmed rules, heuristics, and forms of knowledge representation; and artificial neural networks which are connectionist computer architectures (hardware or software) where many computational nodes are connected to solve problems requiring rapid adaptation, or where governing equations are not known or cannot be easily computed. Mobile-robot and robotic-arm theory, applications, simulations, real-time control, and path-planning strategies are included. **Prerequisite(s):* CS 121 and MA 121. Fall semester, odd-numbered years.

CS 470-474 - Internship in Computing
Variable (0.00 to 8.00) credit(s). Work experience designed to supplement course work. By working for business, school or government, the student gains valuable knowledge unavailable from textbooks. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

CS 480-489 - Independent Study in Computer Science
Variable credit. Independent study and research on a problem or topic in the field of computer science. **Prerequisite(s):* Approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

CS 490 - Projects in Computing
Variable (0.00 or 2.00 or 4.00) credits. A directed project or study requiring faculty acceptance of a proposal with a final report and defense of work. **Prerequisite(s):* Senior status, or permission of the instructor. **Signature Learning Experience: Supervised Research.** Register by Instructor.

CS 495 - Honors Projects in Computing
Variable (2.00 to 4.00) credits. The course consists of the development of an intensive individual project that must involve computing topics not covered in regular course offerings. The project should be approved and guided by a faculty member. Students must prepare a written report describing original exposition, research, and/or computing applications. Oral presentation of the results is also required. Restrictive acceptance for taking this course applies. Completion of this course does not assure recognition for Honors in the Discipline. **Signature Learning Experience: Supervised Research.** Register by Instructor.

Data Science courses

DS 200 - Introduction to Data Science
4.00 credits. This project-based course introduces students to data science. Data science is an interdisciplinary field that applies computer science and statistics to extract useful knowledge from data collected in an almost unlimited range of other disciplines, including business, biology, physics, medicine, meteorology, and many others. In this course, students will apply tools such as k-nearest neighbors, regression, neural networks, and clustering to real data. **Prerequisite(s):* CS 122 and MA 121.

DS 300 - Data Mining
4.00 credits. Data preprocessing and the analysis and application of data mining algorithms to various types of data. A particular emphasis is placed on applications to large data sets or databases, including processing on distributed systems. **Prerequisite(s):* CS 309 and DS 200.

DS 315 - Statistical Learning
4.00 credits. An analysis and implementation of statistical learning algorithms for regression and classification. Topics include GLMs, penalty methods, kNN, LDA, CART, random forests, SVMs and neural networks. **Prerequisite(s):* MA 252.

DS 400 - Big Data
4.00 credits. This course covers techniques needed to collect, store, analyze, and visualize big data, particularly for applications in machine learning. The MapReduce paradigm will be taught using the popular Hadoop framework. Both batch and real-time analysis of massive quantities of data will be applied to machine learning problems such as clustering, regression, and classification. Although the relational database model will be discussed, NoSQL models will have primary focus. **Prerequisite(s):* DS 200 and CS 309.

DS 452 - Data Science Capstone
4.00 credits. Under the supervision of a faculty mentor, students use their knowledge of data science to complete a high level project contributing to research in an academic area or to solve a problem for a local business. Projects will involve data collection, data cleaning, data analysis, and reporting results both orally and in writing to a domain expert or business leader. All problems are unstructured with no predetermined solution. **Prerequisite(s):* DS 300 and DS 315.

Department of Education

Finley-Bowman (Chair), Bellew, Caprino, Coyle, DeArment, Frick, Haley-Mize, Licona, Martin, Tyminski

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

Elizabethtown College, through its Department of Education, offers several programs leading to a bachelor's degree and Pennsylvania teaching certification. The Department also offers a 4+1 master's degree program in Special Education which allows students to complete both general certification and special education certification, select from either a PK-8 or 7-12 grade concentration in special education certification, student teach for two full academic semesters (year 4 and year 5 of study), and complete all graduate course credits for Level II certification. Candidates who already possess a bachelor's degree and teacher certification (PK-4, 4-8, PK-12, or 7-12) from an accredited institution who are interested in the master's program should contact the Education Department for admission and entrance criteria information. Together, the Department and College act as an agent of the Commonwealth of Pennsylvania in the teacher certification process for students who meet all appropriate standards.

Mission

The mission of the Education Department at Elizabethtown College is to provide its students with the knowledge and skills necessary to become thoughtful and responsible teachers who, informed by scholarship and research, are prepared to meet the social, intellectual, and professional challenges of today's culturally diverse and inclusive pre-K to 12 classrooms. We believe that our purpose is best achieved through adherence to the Pennsylvania Department of Education standards for teacher certification, and through modeling research-based practices of effective instruction and assessment within a relationship-centered climate that supports academic excellence.

Our goal is to prepare highly competent, knowledgeable educators in early childhood, elementary middle, secondary, special, art, music, and Spanish education. Essential components of this preparation are early and frequent field experiences in urban, rural, and suburban settings supervised by certified professionals, and ongoing self-evaluation of knowledge and skill growth through development of a professional portfolio. The capstone assessment is a semester-long student teaching placement that promotes the practical application of theories and best practices learned in program coursework.

Integral to our programs is the department's signature attribute of social justice, exhibited through a curricular focus upon advocacy for equity, civic engagement, global citizenship, and international/comparative perspectives. Education faculty are experts in these fields, conducting, presenting, and publishing their own research, and facilitating opportunities for undergraduate scholarship.

Department Student Learning Outcomes

Student Learning Outcomes for Education:

Students will be able to:

- Demonstrate a thorough knowledge of the content and pedagogical skills in planning, preparation, and assessment.
- Demonstrate an ability to establish and maintain a purposeful and equitable environment for learning.

- Demonstrate an ability to deliver instruction that engages students in learning by using a variety of instructional strategies, including technology.
- Demonstrate qualities and dispositions that characterize a professional person in aspects that occur in and beyond the classroom/building.
- Demonstrate an awareness of, and adherence to, the professional, ethical, and legal responsibilities of being a certified teacher.
- Demonstrate an ongoing commitment to lifelong learning and professional development through field-related clubs, conferences, and organizations.
- Demonstrate teaching and advocacy for principles of social justice and civic competence.

Majors Offered

The Department of Education offers majors programs that lead to a Bachelor of Science degree and Pennsylvania certification in Early Childhood Education (Pre-kindergarten through fourth grade) and Elementary/Middle Level Education (fourth through eighth grade), and Secondary Education programs in Social Studies. The programs in Early Childhood Education, Elementary/Middle Level Education, and Secondary Education combine a strong commitment to the liberal arts and sciences for the development of pedagogical content knowledge, professional standards, as expressed through Danielson's Domains of Professional Practice, cognitive development of the early childhood, early adolescent, and adolescent learner, and best practices in assessment.

Supported by the College's Core Program and elective course work, these major programs promote the collaboration and capacity of the educator, student, curriculum, and community, and emphasize the importance of supervised field experiences beginning in the freshmen year to support the interrelationship of theory and reflective teaching practice.

Additional programs in Secondary Education are available in select academic areas, including Biology, Chemistry, English, Mathematics, and Physics.

Majors and Pennsylvania certification for pre-school through 12th grade also are available in Music, Fine Arts – Art, and Modern Language – Spanish. Carefully designed work in the content major, the Core program, and electives qualify students for a degree appropriate to that major and for Pennsylvania certification.

Theatre Endorsement Program

The Pennsylvania Department of Education, PDE, has had a theatre endorsement as an option for currently enrolled, degree-seeking education majors. The PDE defines an endorsement as documenting "knowledge in a new and emerging areas where formal certification does not exist. The program is intended to improve a teacher's skills in dealing with complete classroom settings."

Students completing all requirements of the Theatre Endorsement Program will have a simple notation of completion on their Elizabethtown College transcript. The Certificate is awarded through the Pennsylvania Department of Education. Students will be placed in settings that allow them to assist in production, direction, and administrative tasks associated with theatre.

Master of Education

The Department of Education also offers a 4 +1 graduate program leading to a master's degree in education and dual certification in a general content area (PK-4, 4-8, 7-12, and PK-12) and special education (PK-8 or 7-12).

Candidates in the master's program will have successfully completed the requirements for a baccalaureate degree and certification in a general content area and a fifth year of graduate academic study in special education.

This degree path affords students the advantages of two complete student teaching semesters (one in general education and one in special), an advanced degree in a competitive professional market, completion of the post-baccalaureate credits required for Level II certification in Pennsylvania, and diversified and individualized study with an emphasis upon applied research for either PK-8 or 7-12 certification in special education.

General Requirements

Admission to the Programs

Students must submit an electronic application to the Education Department for provisional acceptance into a certification program after they:

Complete 27 hours with a cumulative grade point average of 2.80 or higher. Complete ED 105 and ED 150/ED 151 and earned grades of C or better.

Submit a TB medical clearance less than one year old.

Provide a record of Act 34, PA Child Abuse, and FBI Criminal History Report. These clearances must be less than one year old.

Provide an electronic Digication portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting required competencies.

Approval of the Education Department and any other appropriate major Department is necessary for the application to be successful. Students are evaluated at the conclusion of each semester in accordance with the *Department of Education Teacher Dispositions/Foundational Competencies Policy*. Students may be advised or required to withdraw from a departmental program at any time the Education Department determines such action to be appropriate. Students are required to have a provisional acceptance prior to enrolling in any 200-level education courses.

Progress in the Programs

Students must submit an electronic application to the Education Department for formal acceptance into a certification program after they:

Must complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature).

Complete 54 hours with a cumulative grade point average of 3.00 or higher.

Successfully complete at least three courses with ED prefixes.

Provide a record of ACT 34, PA Child Abuse, and FBI Criminal History Report. These clearances must be less than one year old.

Submit a TB test that is less than one year old.

Pass the Basic Skills Assessments (PAPA, CORE, SAT, or ACT).

Basic Skills Policy

General Requirements

- 22 Pa. Code § 49.18 (Assessment) requires an assessment of basic skills, professional knowledge and practice and subject matter knowledge. The basic skills assessment is comprised of three individual tests covering reading, writing and mathematics.
- Non-vocational candidates entering Pennsylvania approved baccalaureate preparation programs on or after August 1, 2015 must pass the basic skills tests prior to formal entry into the program.

Basic Skills Assessment Policy Changes

- Effective March 2016, candidates may combine individual tests from different vendors to meet the basic skills requirement. The policy is retroactive for all open applications.
- The GPA-Scaled Score Chart does not apply to the basic skills assessments.
- We provide a composite score for the PAPA and CORE assessments.
- Candidates electing to use tests from different vendors cannot use a composite score. They must meet the qualifying score for each individual test.
- We added a separate ACT writing score to reflect the change in ACT score reporting effective September 2015.
- We eliminated the 1550 SAT composite score to provide an equitable score for those completing the entire SAT vendor's tests and those mixing different vendor's tests.

Basic Skills Assessment Policy

Approved Basic Skills Assessments

The Pre-service Academic Performance Assessment (PAPA) modules in Reading, Writing and Mathematics.

- Visit www.pa.nesinc.com to register for test code PA701.
- Scores must be electronically submitted directly to the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality, from the test vendor.
- A minimum score of 220 is required on each module, except for Mathematics which requires 193. A composite scoring option is available.

The Core Academic Skills for Educators (CORE) modules in Reading, Writing and Mathematics.

- Visit www.ets.org/praxis/pa to register for test codes 5712, 5722 and 5732.
- Scores must be electronically submitted directly to the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality, from the test vendor.
- A minimum score of 156 (Reading), 162 (Writing), and 142 (Mathematics) is required. A composite scoring option is available.

The Scholastic Achievement Test (SAT) score of 500 or higher in each individual section – Critical Reading, Writing, Mathematics. There is no composite scoring option.

- Submit official test scores in the vendor-sealed envelope and a TIMS application cover sheet to the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality. Scores may also be verified from an official score report by (1) the Pennsylvania Approved Preparation Programs through TIMS; or (2) sent directly from the high school to the Bureau.

The American College Test (ACT) Plus Writing. There is no composite scoring option.

- Tests taken prior to September 2015 require a composite score of 23 accompanied by a combined English/Writing score of 22 or higher and a Math score of 21 or higher.
- Tests taken after September 2015 require separate scores of Reading - 22; Mathematics - 21; and Writing - 21.
- Submit official test scores and a TIMS application cover sheet to the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality, in an envelope sealed by the test vendor. Scores may also be verified from an official score report by (1) the Pennsylvania Approved Preparation Programs through TIMS; or (2) sent directly from the high school to the Bureau.
- After August 31, 2016, required scores are: Reading - 22, Writing - 8 (after September 2016), and Mathematics - 21.

Older basic skills tests, such as the PPST Reading, Writing, and Mathematics, are accepted if taken at the time they were required in Pennsylvania. Refer to the testing CSPG 21 for more information about replaced tests.

Basic Skills Assessment Exceptions

- The basic skills assessment requirement is waived for all certificates as of November 1, 2014 if the applicant completed an approved post-baccalaureate certification program.
- Experienced Out-of-State Instructional Certificate Exception: As of July 1, 2011, applicants submitting a copy of a current and valid out-of-state instructional certificate that is comparable in grade and content area, plus verification of two years of full-time teaching experience, are not required to take the basic skills assessments.
- Vocational Certificate Exception: Effective July 1, 2014, candidates in post-baccalaureate vocational instructional programs are not required to take the basic skills assessment in reading and writing. The basic skills mathematics assessment is still required for vocational level II certification.

Formally present an electronic Digication portfolio demonstrating continuing interest, experience, and growth in professional education and progress toward meeting required Department competencies.

Approval of the Education Department and any other appropriate major Department is necessary for the application to be successful. Students are evaluated at the conclusion of each semester in accordance with the *Department of Education Teacher Dispositions/Foundational Competencies Policy*. Students may be advised or required to withdraw at any time the Department determines such action to be appropriate. Students are required to have formal acceptance in order to take 300-level education courses.

Exit from the Programs

Students seeking **award of the degree in the major only (without certification)** must:

Receive approval of the Education Department and any other appropriate Department(s) for completion of their degree plan.

Satisfy all requirements of the major, except the professional internship and Pennsylvania certification test results, with a cumulative/major grade point average of 2.00 or higher.

Complete an alternative internship experience of at least six credits, as approved by the Education Department.

Students seeking **award of the degree in their major and certification** must:

Satisfy all requirements of the major with the cumulative grade point average of 3.00 or higher.

Earn a grade of Pass in the professional internship and senior seminar.

Earn passing scores on the Pennsylvania Educator Certification Tests (PECT) and/or Praxis II series as it applies to your certification program. Students completing Early Childhood (PK-4) must take the PECT exam series, Elementary Middle Level (4-8) certifications take the Praxis series in core assessment and subject concentration, Secondary certification (7-12) take Praxis II in a content area and PK-12 (Music Education, Fine Arts – Art Education, Modern Languages – Spanish Education) must successfully complete the appropriate Fundamental Subjects: Content Knowledge Test and Praxis II in a content area. Graduate candidates in Special Education (PK-8 or 7-12) must take the PECT exam series in special education.

For a comprehensive listing of testing requirements in Pennsylvania, please see http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Testing.aspx#tab-1.

Arrange for Basic Skills, PECT, and/or Praxis test scores to be sent to the Education Department showing passing scores on all required tests.

Complete two Mathematics (MA) courses and two English (EN) courses, one English Literature and one English Writing.

Formally and publicly present an electronic portfolio summarizing activities and experiences in professional education and demonstrating satisfaction of all required competencies.

Receive approval of the Education Department and appropriate major Department(s).

Submit the application for Pennsylvania certification to the Education Department.

The Professional Internship

Throughout its programs, the Department stresses the importance of supervised field experiences, which complement on-campus course work in education. The full-time professional internship, student teaching, is the capstone experience of the various teacher education programs. During this activity, there is a developmental process at work that is designed to lead to the professional and personal growth required to enter the profession. The program faculty believes the success of this experience is enhanced when students have the opportunity to work under the supervision and mentoring of experienced College faculty familiar with their previous and ongoing development.

Student teachers are placed in cooperating school districts in the local area and supervision is conducted by College faculty and supervisors. Requests for exceptions to this policy regarding local placement must be presented formally to the clinical faculty and staff of the Department. To receive such an exception, students must convincingly demonstrate that an alternative placement would be decidedly more beneficial to their professional and personal

development than completing the experience at a local site. Convenience or increased visibility for job searching is not considered important enough to earn an exception to Department's policy regarding local placement.

The Office of Clinical Experiences within the Department of Education arranges these field placements for every student for every required experience of their programs. The office also sets up transportation to these placements during years 1 and 2 of the program. Following formal acceptance, students are responsible for their own transportation (years 3-5) to placement.

Note: No courses may be taken concurrently with ED 470 (Professional Internship), and ED 495, ED 496, or ED 497 (Senior Seminars) without the written permission of the Education Department.

Honors in the Discipline

The Education Department participates in the College Honors in the Discipline program. Education majors are allowed to overload up to 20 credits in one semester, without paying an overload fee, only in the case that they decide to pursue an Honors in the Discipline project taken for credit.

For more information, please contact the Education Department Chair.

Compliance

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information – i.e., teacher preparation programs, successes on passing state licensing and certification examinations, and job placement – may be obtained by contacting the Education Department.

Bachelor Degree Majors

Early Childhood Education (B.S.)

Student Learning Outcomes for Early Childhood Education:

Students will be able to:

- Plan, design, and implement research-based instructional and assessment practices appropriate for children between preschool and fourth grade.
- Develop and apply instructional methodologies, including the use of technology, appropriate for children between preschool and fourth grade.
- Critically apply content knowledge and skills to facilitate student learning appropriate for children between 0 and 9 years.
- Create, organize, and maintain an effective and safe classroom environment conducive to learning and development.
- Design and implement successful interventions responsive to the needs of learners in pre-kindergarten through grade four.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher.

- Demonstrate an ongoing commitment to continued professional development and service.

Candidates for certification in **Early Childhood Education** must complete a major that consists of two key elements. The first element emphasizes critical concepts and ideas important to one's general education and academic preparation for teaching. The second emphasis stresses a professional core organized in five areas: 1) Early Childhood Development, Cognition and Learning, 2) Subject Matter Pedagogy Content (Pre-kindergarten through Fourth), 3) Assessment, 4) Family and Community Partnerships, and 5) Professionalism. Content requirements are based on national standards for early childhood education as well as Pennsylvania's curriculum standards.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

Education majors may substitute ED 150 or ED 151 to satisfy their Social Science Core course.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 150___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

Early Childhood:

- ED 105 - Foundations of Teaching and Learning
- ED 150 - Early Childhood Development
- ED 161 - Integrated Technology I
- ED 212 - Children/Adolescent Literature
- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
- ED 250 - Language and Literacy Development in Early Childhood
- ED 258 - Educational Assessment and Evaluation
- ED 317 - Assessing Student Literacies in Grades PK-8
- ED 325 - Methods for Teaching Science and Health in Early Childhood

- ED 335 - Methods for Teaching Mathematics in Early Childhood
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 345 - Methods for Teaching Reading and Writing in Early Childhood
- ED 360 - Integrated Strategies for Creative Expression in Early Childhood
- ED 365 - Methods for Teaching Social Studies in Early Childhood
- ED 470 - Professional Internship
- ED 495 - Senior Seminar for Early Childhood
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

Additional Required Courses for Education Certification

- Math Core course
- MA 205 - Mathematics for the Elementary Teacher or other eligible Math course
- Two English courses for Education certification, one literature and one writing (EN 100 or EN 150)

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 150 - Early Childhood Development
- ED 161 - Integrated Technology I
- MA 205 - Mathematics for the Elementary Teacher
- One Non-Cultural Heritage Core course (4 credits)
- One Power of Language: Other Core course (4 credits)

Second Year Suggested Courses:

- ED 212 - Children/Adolescent Literature
- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
- ED 250 - Language and Literacy Development in Early Childhood
- ED 258 - Educational Assessment and Evaluation
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- MA 251 - MA Probability and Statistics
- One English Literature (Creative Expression Core and Guided-Writing and Research) (4 credits)

Third Year Suggested Courses:

- ED 325 - Methods for Teaching Science and Health in Early Childhood

- ED 335 - Methods for Teaching Mathematics in Early Childhood
- ED 345 - Methods for Teaching Reading and Writing in Early Childhood
- ED 365 - Methods for Teaching Social Studies in Early Childhood
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- One Natural and Physical Science (without a lab) Core course (4 credits)

Fourth Year Suggested Courses:

- ED 360 - Integrated Strategies for Creative Expression in Early Childhood
- ED 470 - Professional Internship
- ED 495 - Senior Seminar for Early Childhood
- One Humanities Core course (4 credits)
- One Natural and Physical Science Core course (4 credits)

Notes:

Students must be scheduled for ED 105 in the fall and ED 151 in the spring, before the end of their first year. Completing both before the sophomore year is critical.

All Education majors must complete two English courses (one writing and one literature) and two Math courses (MA prefix) by the end of their sophomore year.

Early Childhood Education with Special Education Certification (B.S.)

Student Learning Outcomes for Early Childhood Education with Special Education Certification:

Students will be able to:

- A thorough knowledge of the content and pedagogical skills in planning, preparation, and assessment in the fields of early childhood elementary and special education.
- An ability to establish and maintain a purposeful and equitable environment for learning.
- An ability to deliver instruction that engages students in learning by using a variety of instructional strategies, including technology.
- Qualities and dispositions that characterize a professional person in aspects that occur in and beyond the classroom/building.
- An awareness of, and adherence to, the professional, ethical, and legal responsibilities of being a PK-8 certified teacher.
- An ongoing commitment to lifelong learning and professional development through field-related clubs, conferences, and organizations.
- Teaching and advocacy for principles of social justice and civic competence.

Candidates for certification in Early Childhood Education with Special Education Certification must complete a major that consists of two key elements. The first element emphasizes critical concepts and ideas important to one's general education and academic preparation for teaching. The second emphasis stresses a professional core organized in five areas: 1) Early Childhood Development, Cognition and Learning, 2) Subject Matter Pedagogy Content (Pre-kindergarten through Fourth), 3) Assessment, 4) Family and Community Partnerships, and 5) Professionalism. Content requirements are based on national standards for early childhood education as well as Pennsylvania's curriculum standards.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

Education majors may substitute ED 150 or ED 151 to satisfy their Social Science Core course.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 150___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

Early Childhood Education major with Special Education Certification requires:

- ED 105 - Foundations of Teaching and Learning
- ED 150 - Early Childhood Development
- ED 161 - Integrated Technology I
- ED 212 - Children/Adolescent Literature
- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
- ED 250 - Language and Literacy Development in Early Childhood
- ED 258 - Educational Assessment and Evaluation
- ED 325 - Methods for Teaching Science and Health in Early Childhood
- ED 335 - Methods for Teaching Mathematics in Early Childhood
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 345 - Methods for Teaching Reading and Writing in Early Childhood
- ED 360 - Integrated Strategies for Creative Expression in Early Childhood
- ED 365 - Methods for Teaching Social Studies in Early Childhood
- ED 470 - Professional Internship
- ED 495 - Senior Seminar for Early Childhood
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- SED 224 - Methods of Teaching Students with High Incidence Disabilities (MSE 524)

- SED 230 - Methods of Teaching Students with Low Incidence Disabilities (MSE 530)
- SED 333 - Assessment in Special and Inclusive Education (MSE 533)
- SED 342 - Effective Instruction for Students with ASD and/or EBD (MSE 542)
- SED 344 - Intensive Reading, Writing, and Mathematics Intervention (MSE 544)

Additional Required Courses for Education Certification

- Math Core course
- MA 205 - Mathematics for the Elementary Teacher or other eligible Math course
- English literature course
- English writing course (EN 100 or EN 150)

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 150 - Early Childhood Development
- ED 161 - Integrated Technology I
- MA 205 - Mathematics for the Elementary Teacher
- Non-Cultural Heritage Core course (4 credits)
- Power of Language: Other Core course (4 credits)
- Humanities Core course (4 credits)

Second Year Suggested Courses:

- ED 212 - Children/Adolescent Literature
- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
- ED 250 - Language and Literacy Development in Early Childhood
- ED 258 - Educational Assessment and Evaluation
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- MA 251 - MA Probability and Statistics
- English Literature (Creative Expression Core and Guided-Writing and Research) course (4 credits)
- Natural and Physical Science Core course (4 credits)

Third Year Suggested Courses:

- ED 325 - Methods for Teaching Science and Health in Early Childhood
- ED 335 - Methods for Teaching Mathematics in Early Childhood
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom

- ED 345 - Methods for Teaching Reading and Writing in Early Childhood
- ED 365 - Methods for Teaching Social Studies in Early Childhood
- SED 224 - Methods of Teaching Students with High Incidence Disabilities (MSE 524)
- SED 230 - Methods of Teaching Students with Low Incidence Disabilities (MSE 530)
- Natural and Physical Science Core course (4 credits)

Fourth Year Suggested Courses:

- ED 360 - Integrated Strategies for Creative Expression in Early Childhood
- ED 470 - Professional Internship
- ED 495 - Senior Seminar for Early Childhood
- SED 333 - Assessment in Special and Inclusive Education (MSE 533)
- SED 342 - Effective Instruction for Students with ASD and/or EBD (MSE 542)
- SED 344 - Intensive Reading, Writing, and Mathematics Intervention (MSE 544)

Note:

Education majors may substitute ED 224 for their Western-Cultural Heritage Core.

ED150/151 is approved to satisfy Social Science Core.

Elementary/Middle Level Education (B.S.)

Student Learning Outcomes for Elementary/Middle Level Education:

Students will be able to:

- Plan, design, and implement research-based instructional and assessment practices appropriate for children between fourth and eighth grade.
- Develop and apply instructional methodologies, including the use of technology, appropriate for children between fourth and eighth grade.
- Critically apply content knowledge and skills to facilitate student learning appropriate for students between fourth and eighth grade.
- Create, organize, and maintain an effective and safe classroom environment conducive to the learning and development of children between fourth and eighth grade.
- Design and implement successful interventions responsive to the needs of students between fourth and eighth grade.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher.
- Demonstrate an ongoing commitment to continued professional development and service.

Candidates for certification in **Elementary/Middle Level Education** must select an emphasis in one of four academic content areas and be a generalist in each of the other three academic content areas. The academic emphasis

requires completion of a minimum of 30 credit hours in one of the following four content areas: 1) Mathematics, 2) Science, 3) English/Language Arts and Reading, or 4) Social Studies.

In addition to the one academic emphasis, candidates also are expected to generalize in the remaining three content areas by completing 12 credit hours in each. Students also complete a professional core organized into five areas: 1) Early Adolescent and Adolescent Development, Cognition and Learning; 2) Subject Matter Pedagogy Content (Grades Four through Eight); 3) Assessment; 4) Family and Community Partnerships; and 5) Professionalism. Content requirements are based on national standards for Elementary/Middle Level Education as well as Pennsylvania's curriculum standards. Candidates will have 190 hours of field experiences prior to student teaching.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

Education majors may substitute ED 150 or ED 151 to satisfy their Social Science Core course.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

Elementary/Middle Level Education – Language Arts/Reading/English emphasis consists of:

Professional Education Courses (42 credits):

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- ED 258 - Educational Assessment and Evaluation
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 496 - Senior Seminar for Elementary/ Middle Level

- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

Reading/English Content Courses (32 credits):

- ED 317 - Assessing Student Literacies in Grades PK-8
- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
- Five Department-approved English electives

- EN 100 - PLE Writing and Language or
- EN 150 - PLE Advanced Writing and Language

Required Mathematics Sequence (12 credits):

- MA 205 - Mathematics for the Elementary Teacher or
- MA 251 - MA Probability and Statistics

- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level
- One Department-approved Mathematics elective

Required Science Sequence (12 credits):

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level
- Two Department-approved Science electives

Required Social Studies Sequence (12 credits):

- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224) or
- ED 226 - World Geography for Social Studies Educators

- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
- One Department-approved Social Studies elective

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar
- EN 100 - PLE Writing and Language
- EN 150 - PLE Advanced Writing and Language
- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- MA 205 - Mathematics for the Elementary Teacher
- Natural and Physical Science Core course (4 credits)
- Power of Language: Other Core course (4 credits)

Second Year Suggested Courses:

- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
- ED 258 - Educational Assessment and Evaluation
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- MA 251 - MA Probability and Statistics
- English Literature (Creative Expression Core and Guided-Writing and Research) Core course (4 credits)
- English Elective course (4 credits)

Third Year Suggested Courses:

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level
- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level
- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
- Natural and Physical Science Core course (4 credits)
- Two English Elective courses (8 credits)

Fourth Year Suggested Courses:

- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 496 - Senior Seminar for Elementary/ Middle Level
- Natural and Physical Science Core course (4 credits)
- English Elective (or Humanities Core) course (4 credits)

Elementary/Middle Level Education – Mathematics emphasis consists of:

Professional Education Courses (46 credits):

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- ED 258 - Educational Assessment and Evaluation
- ED 317 - Assessing Student Literacies in Grades PK-8
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 496 - Senior Seminar for Elementary/ Middle Level
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

Required Mathematics Sequence (32 credits):

- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level
- One Department-approved introductory Mathematics elective

- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 251 - MA Probability and Statistics
- Three Department-approved advanced Mathematics electives

Required Reading/English Sequence (12 credits):

- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
- One English writing course (EN 100 or EN 150)
- One Department-approved English literature course

Required Science Content Courses (12 credits):

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level
- Two Department-approved Science electives

Required Social Studies Sequence (12 credits):

- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
- Two Department-approved Social Studies electives

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- MA 121 - MA Calculus I
- Non-Cultural Heritage Core course (4 credits)
- Humanities Core course (4 credits)

Second Year Suggested Courses:

- ED 258 - Educational Assessment and Evaluation
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- MA 122 - Calculus II
- MA 251 - MA Probability and Statistics
- English Literature (Creative Expression Core and Guided-Writing and Research) course (4 credits total)
- Power of Language: Other Core course (4 credits)

- Western Cultural Heritage Core course (4 credits)

Third Year Suggested Courses:

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level
- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level
- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
- Natural and Physical Science Core course (4 credits)
- Two Mathematics Elective courses (8 credits total)

Fourth Year Suggested Courses:

- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 496 - Senior Seminar for Elementary/ Middle Level
- Natural and Physical Science Core course (4 credits)
- Mathematics Elective course (4 credits)

Elementary/Middle Level Education – Science emphasis consists of:

Professional Education Courses (46 credits):

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- ED 258 - Educational Assessment and Evaluation
- ED 317 - Assessing Student Literacies in Grades PK-8
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 496 - Senior Seminar for Elementary/ Middle Level
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

Required Science Content Courses (32 credits):

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level

- ES 113 - NPS Earth in Space: Evolution of a Planet or
- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life

- CH 101 - NPS General Chemistry: Practical Principles or
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science or

- CH 109 - NPS Introduction to Forensic Science

- PHY 101 - General Physics I or
- PHY 105 - NPS How Things Work

- Eight credits of 200- or 300- level Biology electives

Required Mathematics Sequence (12 credits):

- MA 205 - Mathematics for the Elementary Teacher or
- MA 251 - MA Probability and Statistics

- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level
- One Department-approved Mathematics elective

Required Reading/English Sequence (12 credits):

- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
- One English writing course (EN 100 or EN 150)
- One Department-approved English literature course

Required Social Studies Sequence (12 credits):

- ED 226 - World Geography for Social Studies Educators
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
- One Department-approved Social Studies elective

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- MA 205 - Mathematics for the Elementary Teacher
- Non-Western Cultural Heritage Core course (4 credits)

Second Year Suggested Courses:

- ED 226 - World Geography for Social Studies Educators

- ED 258 - Educational Assessment and Evaluation
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science

- ES 113 - NPS Earth in Space: Evolution of a Planet **Or**
- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere

- MA 251 - MA Probability and Statistics
- English Literature (Creative Expression Core and Guided- Writing and Research) course (4 credits)

Third Year Suggested Courses:

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level
- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level
- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
- PHY 105 - NPS How Things Work
- 200-Level Biology Elective course (4 credits)
- Humanities Core course (4 credits)

Fourth Year Suggested Courses:

- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 496 - Senior Seminar for Elementary/ Middle Level
- 200-Level Biology Elective course (4 credits)
- Power of Language: Other Core course (4 credits)
- Western Cultural Heritage Core course (4 credits)

Elementary/Middle Level Education – Social Studies emphasis consists of:

Professional Education Courses (46 credits):

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 258 - Educational Assessment and Evaluation
- ED 317 - Assessing Student Literacies in Grades PK-8
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 496 - Senior Seminar for Elementary/ Middle Level
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

Required Social Studies Sequence (32 credits):

- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
- ED 226 - World Geography for Social Studies Educators
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
- EC 101 - SSC Principles of Macroeconomics
- HI 101 - HUM United States History to 1877
- HI 102 - HUM United States History Since 1877

- HI 114 - WCH Western Civilization I or
- HI 115 - WCH Western Civilization II

- One Department-approved Social Studies elective

Required Mathematics Sequence (12 credits):

- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level

- MA 205 - Mathematics for the Elementary Teacher or
- MA 251 - MA Probability and Statistics

- One Department-approved Mathematics elective

Required Reading/English Sequence (12 credits):

- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
- One English writing course (EN 100 or EN 150)
- One Department-approved English literature course

Required Science Content Courses (12 credits):

- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level
- Two Department-approved Science electives

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- HI 101 - HUM United States History to 1877

- HI 102 - HUM United States History Since 1877
- MA 205 - Mathematics for the Elementary Teacher

Second Year Suggested Courses:

- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
- ED 226 - World Geography for Social Studies Educators
- ED 258 - Educational Assessment and Evaluation
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

- HI 114 - WCH Western Civilization I **Or**
- HI 115 - WCH Western Civilization II

- MA 251 - MA Probability and Statistics
- English Literature (Creative Expression and Guided-Writing and Research) course (4 credits)

Third Year Suggested Courses:

- EC 101 - SSC Principles of Macroeconomics
- ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level
- ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level
- ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
- ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
- Natural and Physical Science Core course (4 credits)
- Power of Language: Other Core course (4 credits)

Fourth Year Suggested Courses:

- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 496 - Senior Seminar for Elementary/ Middle Level
- Natural and Physical Science Core course (4 credits)
- Social Science Elective (Non-Western Cultural Heritage Core) course (4 credits)

Notes:

Students must be scheduled for ED 105 in the fall and ED 151 in the spring, before the end of their first year. Completing both before the sophomore year is critical.

All Education majors must complete two English courses (one writing and one literature) and two Math courses (MA prefix) by the end of their sophomore year.

Master's Degree Programs

Master of Education in Curriculum and Instruction in Peace Education (M.Ed.)

The Department of Education offers a graduate program leading to a master's degree in curriculum and instruction in peace education.

This program is designed for candidates who are already certified educators (PK-12) seeking graduate study in curriculum and instruction with an emphasis upon peace education, including issues of social justice, student rights, conflict resolution, community capacity, culturally responsive methods, and student/teacher advocacy.

This degree affords students the advantages of a unique and practical curricular focus in curriculum and instruction supported by a constructivist course sequence which promotes individualized assessments, real application to current classroom practice, and applied research relevant to grade bands across the PK-12 continuum.

To achieve maximum flexibility in teaching and learning, promote the connection of theory into practice, and offer timely access to the department's teacher-scholars, the program is delivered through accelerated blended learning modules which combine synchronous and asynchronous on-line opportunities.

Student Learning Outcomes for the Curriculum and Instruction Program:
Students will be able to:

- Demonstrate knowledge of curriculum mapping, theory, models, and pedagogical approaches using peace education techniques.
- Apply these models, theories, and pedagogical approaches in their own practice, across sociocultural contexts, and in diverse learning environments.
- Exhibit understanding of educational policy, law, and structures of governance which influence classroom and school climates, formal curriculum, and instructional models.
- Display commitment and leadership for building learning communities through collaborative strategies and among key stakeholders, including students, parents, educators, and staff.
- Use and apply formal and informal assessment strategies to promote and evaluate the continual intellectual, social-emotional, and personal development of all learners.
- Use and apply instructional technologies to promote and evaluate the continual intellectual, social-emotional, and personal development of all learners.
- Design and conduct research that explores peace education strategies related to classroom, community, or comparative issues.

Requirements of Acceptance:

- Baccalaureate Degree from accredited institution.
- Current Teaching Certification (PA or other).
- 3.0 cumulative GPA or above.
- Statistics or equivalent course.
- Provide three letters of recommendation in support of your academic and professional abilities for success in program.
- Submit a writing sample which demonstrates higher-order thinking, writing, and communication skills.
- In addition to these required elements, candidates may elect to submit GRE or MAT scores for consideration in the application process.

All courses are in an online educational format.

Foundational course requirements:

- MCI 505 - Curriculum Theory in Comparative Peace Contexts
- MCI 510 - Curriculum and Public Policy
- MCI 520 - Pedagogy, Models, and Methods of Instruction for Effective Schools
- MCI 530 - Building Social and Community Capacity
- MCI 535 - Current Issues and Trends in Assessment in Special and Applied Statistics

Advanced course requirements:

All foundational courses must be completed prior to taking advanced courses.

- MCI 540 - Methods in Culturally Responsive Teaching
- MCI 550 - Social Emotional Learning
- MCI 555 - Classroom and School Climate
- MCI 560 - Conflict Resolution

Capstone course:

- MCI 590 - The Graduate Research Seminar

Master of Education in Special Education (M.Ed.)

Student Learning Outcomes for Special Education:

Students will be able to:

- Plan, design, and implement research-based instructional and assessment practices in special education.
- Develop and apply instructional methodologies, including the use of technology, appropriate for a special education classroom.
- Critically apply, adapt, and differentiate content knowledge and skills to facilitate inclusive student learning.
- Create, organize, and maintain an effective and safe classroom environment for all learners.
- Design and implement successful interventions responsive to the needs of all students.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher in special education.
- Demonstrate an ongoing commitment to continued professional development and service to the discipline.

Requirements of Acceptance:

- Complete requirements in general education certification (see applicable undergraduate checksheets).

- Meet requirements for and attain Formal Acceptance into the undergraduate program (see the EDUCATION MANUAL).
- Receive a B or above in SED 212/MSE 512 (Learning Environment and Social Interaction in Inclusive Settings) and SED 222/MSE 522 (Foundations of Inclusive Education).
- Pass MA 251 (Probability and Statistics).
- Maintain a 3.3 cumulative GPA or above.
- Pass the Basic Skills Assessments (PAPA, CORE, SAT, or ACT).
- Receive satisfactory ratings on the Teacher Dispositions document.
- Provide two letters of recommendation in support of your academic and professional abilities for success in the program.
- Submit a writing sample which demonstrates higher-order thinking, writing, and communication skills.

Application Deadlines:

Fall applications will be due by September 15 (notification of acceptance will be November 15); Spring applications by March 15 (notification of acceptance will be May 1).

Suggested Sequence of courses:

Fourth Year: Spring semester:

- SED 224 - Methods of Teaching Students with High Incidence Disabilities (MSE 524)

Fourth Year: Summer semester:

- MSE 530 - Methods of Teaching Students with Low Incidence Disabilities (SED 230)
- MSE 540 - Etiology, Equity, and Law

Fifth year: Fall semester:

- MSE 533 - Assessment in Special and Inclusive Education (SED 333)
- MSE 542 - Effective Instruction for Students with ASD and/or EBD (SED 342)
- MSE 544 - Intensive Reading, Writing, and Mathematics Intervention (SED 344)
- MSE 565 - Issues in Special Education

Fifth year: Spring semester:

- MSE 570 - Graduate Student Teaching
- MSE 590 - Graduate Research Seminar

Course Requirements:

- MSE 512 - Learning Environment and Social Interaction in Inclusive Settings (SED 212)
- MSE 522 - Foundations of Inclusive Education (SED 222)
- MSE 524 - Methods of Teaching Students with High Incidence Disabilities (SED 224)
- MSE 530 - Methods of Teaching Students with Low Incidence Disabilities (SED 230)
- MSE 533 - Assessment in Special and Inclusive Education (SED 333)
- MSE 540 - Etiology, Equity, and Law
- MSE 542 - Effective Instruction for Students with ASD and/or EBD (SED 342)
- MSE 544 - Intensive Reading, Writing, and Mathematics Intervention (SED 344)
- MSE 565 - Issues in Special Education
- MSE 570 - Graduate Student Teaching
- MSE 590 - Graduate Research Seminar

Education Courses

ED 105 - Foundations of Teaching and Learning
4.00 credits. This course is designed to introduce students to the philosophical, sociological, political and historical foundations of education and learning. The course emphasizes on the concepts, theories, and research on learning and the factors, including teaching, that influence learning. Includes 20 hours (i.e., 2 hours per week for 10 weeks) of field experience with a rotation of placements in early childhood, middle, and secondary levels, which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). **Corequisite(s):* ED 105L. A grade of C or better must be earned to continue in the program. Majors only.

ED 150 - Early Childhood Development
4.00 credits. This course is designed to introduce students to the foundations of early childhood development. The course examines the concepts, theories, and research on child development. The course focuses on the typical and atypical physical, cognitive, social, emotional, and moral development of children between 0 and 9 years. Students will be introduced to different models and approaches in early childhood and developmentally appropriate practices. The course includes 20 hours of field experience (i.e., 2 hours per week for 10 weeks), which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). **Prerequisite(s):* ED 105. **Corequisite(s):* ED 150L. A grade of C or better must be earned to continue in the program. Majors only.

ED 151 - Early Adolescent/Adolescent Development
4.00 credits. This course examines the concepts, theories, and research on early adolescent and adolescent development. It focuses on typical and atypical physical, cognitive, social, emotional, and moral development of children ages 8-18. Students will be introduced to different models, approaches, and developmentally appropriate practices for students in grades 4-12. Field experience is required, which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania child Abuse Clearance (fees). **Prerequisite(s):* ED 105. **Corequisite(s):* ED 151L. A grade of C or better must be earned to continue in the program. Majors only.

ED 161 - Integrated Technology I
2.00 credits. An introductory study of current and emerging instructional media and technologies used across the grades and curricula. Organizing time and records through technology and computer-mediated communications, including basic multimedia presentation tools, are presented. Classroom-related features of Word and PowerPoint are practiced at an introductory level. Majors only.

ED 162 - Integrated Technology II
2.00 credits. A study of current and emerging instructional media and technologies used across the grades and curricula. Computer-mediated communications - including advanced multimedia presentation tools such as embedded video - are developed. Advanced classroom-related PowerPoint and webpage development techniques are practiced. Emphasis will be placed on use of SmartBoards, integration of PK-12 student use of computers during instruction, use of handhelds, WebQuests and videostreaming. **Prerequisite(s):* Permission from the Department based on demonstration of basic technology skills in Word and PowerPoint. Majors only.

ED 212 - Children/Adolescent Literature
2.00 credits. The course focuses on literacy genres and the work of well-known authors and illustrators and includes study of multicultural literature that represents diverse ethnic, linguistic, and cultural perspectives. Response to literature and selection of books for the classroom are emphasized. Course content is applicable for Early Childhood and Middle Level classrooms. *Pre/Corequisite(s): Provisional or formal acceptance into Education Program required.

ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
4.00 credits. This course surveys political, economic, social and cultural developments in the Commonwealth from Penn's Charter until the present day, with special consideration of the key topics covered under the PDE standards for the Early Adolescent and Adolescent educators. Agriculture, technology, ethnicity and immigration, urbanization, civics, government and democratization are central themes. This course examines major historical themes and, where applicable, introduces key historiographical concepts and debates. **Prerequisite(s):* ED 105, and ED 150 or ED 151. Provisional or formal acceptance into Education Program required. Fall semester.

ED 226 - World Geography for Social Studies Educators
4.00 credits. This course surveys the major tools, techniques and methodological approaches associated with the disciplines of physical and cultural geography, with emphasis upon the current academic debates, western case studies, non-western case studies, cartography, human-environmental interaction, and "thinking geographically." Key topics covered under the PDE, NCSS and NCGE standards for Early Adolescent and Adolescent educators also will be considered. **Prerequisite(s):* ED 105, and ED 150 or ED 151. Provisional or formal acceptance into Education Program required. Spring semester.

ED 242 - The Use of Sign Language with People with Multi-Disabilities
2.00 credits. A practical sign language course for persons interested in special education. Information covered includes: 1) sign language and other alternative communication systems, 2) adaptive signing techniques, 3) developmental processes involved with signing, 4) how to choose a sign/sign system, and 5) basic core vocabulary for use with people with developmental disabilities in their environments (i.e., sheltered workshops, special school settings, group homes, etc.). **Prerequisite(s):* ED 105, and ED 150 or ED 151. Provisional or formal acceptance into Education Program required. Spring semester.

ED 250 - Language and Literacy Development in Early Childhood
4.00 credits. This course focuses on the research-based principles and practices for language and literacy development of children ages birth to 9. Topics include language acquisition, reading and writing development, and strategies for teaching comprehension, fluency, word study and vocabulary in the early grades (PK through fourth). Requires field experience. **Prerequisite(s):* ED 105, and ED 150 or ED 151. **Corequisite(s):* ED 250L. Provisional or formal acceptance into Education Program required.

ED 258 - Educational Assessment and Evaluation
4.00 credits. Examines current issues, trends and practices in educational assessment. Emphasizes the study of different assessment and evaluation procedures in the early childhood, elementary and secondary classroom.

Explores a variety of traditional and innovative approaches to assessment of student learning and development. Provisional or formal acceptance into Education Program required.

ED 305 - Methods of Secondary Education
4.00 credits. A study of the instructional methodology of an academic discipline with emphasis upon literacy strategies, reading in the content, and assessment. Students complete a field experience component which explores these practices under the guidance of a clinical professor in the academic major (e.g., science, English, mathematics, social studies) for grades 7-12. **Prerequisite(s):* ED 150 or ED 151. Formal acceptance into Education Program required.

ED 306 - Methods of Modern Language Education PK-12
4.00 credits. A study of the instructional methodology of an academic discipline with emphasis upon literacy strategies, reading in the content, and assessment. Students complete a field experience component which explores these practices under the guidance of a clinical professor in the academic major (e.g. Spanish) in the PK-12 continuum. **Prerequisite(s):* ED 150 or ED 151. Formal acceptance into Education Program required. Fall semester.

ED 317 - Assessing Student Literacies in Grades PK-8
4.00 credits. This course provides preservice teachers theories and methods for assessing student literacies in grades PK-8. Through exploring and reflecting on their own literacy practices, students will learn strategies and interventions that will help them assess and monitor student progress in tradition and digital literacies. The course, which will emphasize writing assessment, will include topics such as reading and writing workshop, special topics in the teaching of reading (e.g. vocabulary, comprehension, and fluency), designing mini-lessons after informally assessing (e.g., meeting with students during conferences) and formally assessing (e.g., administering state assessments) students, writing genres for authentic purposes and audiences, mentor texts, technology in the literacy classroom, writing in the content areas, rubrics, and grammar. **Prerequisite(s):* ED 258 and Formal acceptance into the Education Department.

ED 325 - Methods for Teaching Science and Health in Early Childhood
4.00 credits. A study of science processes in an early childhood school program and the utilization of multiple resources, organization, management, evaluation, instructional strategies, and integration of science and health in the early childhood program. Field experience is required. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 335, ED 345 and ED 365. Formal acceptance into Education Program required. Fall semester.

ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level
4.00 credits. This course provides for the study of science processes at the middle school level (fourth through eighth grades), with emphasis upon the utilization of multiple resources, organization, classroom management, instructional strategies and assessment. Field experience is required. **Corequisite(s):* ED 336, ED 346, and ED 366. Formal acceptance into Education Program required. Spring semester.

ED 335 - Methods for Teaching Mathematics in Early Childhood
4.00 credits. A study of how children develop a background of understanding and skill in mathematics in Pre-K to fourth grade, concentrating on the development of problem-solving, reasoning, and communication skills in mathematics, and connecting mathematics and the real world. Additional focus will be on organization for instruction, alternative means of evaluation, and teaching special needs and at-risk students. Field experience is required. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 345 and ED 365. Formal acceptance into Education Program required. Fall semester.

ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level
4.00 credits. A study of how children develop a background of understanding and skill in mathematics in fourth through eighth grades with emphasis on problem-solving, reasoning and communication skills. Additional focus will be on organization for instruction, teaching methods, accommodations and alternative strategies. **Corequisite(s):* ED 326, ED 346 and ED 366. Formal acceptance into Education Program required. Spring semester.

ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
4.00 credits. This course introduces future teachers to the special linguistic and cultural educational needs of English language learners (ELL). Aspects of cross-linguistic and cross-cultural knowledge will be studied as well as methods of instruction that focus on the language needs and background knowledge of the ELL. Theory and practices of current ELL programs will also be examined. Twenty hours of field experience required (i.e., 2 hours per week for 10 weeks). **Prerequisite(s):* ED 105, and ED 150 or ED 151. **Corequisite(s):* ED 341L. Formal acceptance into Education Program required.

ED 345 - Methods for Teaching Reading and Writing in Early Childhood
4.00 credits. This course furthers the study of literacy theories and research-based practices presented in ED 250. This course explores approaches to teaching reading and writing in the primary grades and examines the construction of rich literacy environment in culturally, linguistically, and socio-economically diverse classrooms. Course content focuses on instructional strategies, curriculum design and implementation, and assessment and evaluation. Field experience is required for Methods Block. Field experience is required. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 335 and ED 365. Formal acceptance into Education Program required. Fall semester.

ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level
4.00 credits. This course furthers the study of literacy theories and research-based practices presented in ED 352 Literacy Assessment, Instruction and Intervention in Elem/Middle Level. This course explores approaches to teaching reading and writing in the elementary/middle grades and examines the construction of a rich literacy environment in culturally, linguistically, and socio-economically diverse classrooms. Course content focuses on instructional strategies, curriculum design and implementation, and assessment and evaluation. Field experience is required. **Prerequisite(s):* ED 258. **Corequisite(s):* ED 326, ED 336 and ED 366. Formal acceptance into Education Program required.

ED 360 - Integrated Strategies for Creative Expression in Early Childhood
4.00 credits. This course is designed to familiarize students with the creative, self-expression and problem-solving skills among children in early childhood settings. Students will explore creative learning theories and research and focus on developmentally appropriate curriculum strategies in all developmental domains. This course emphasizes strategies to develop, implement and evaluate activities in the environment that encourages and supports creative self-expression and problem solving in children. **Prerequisite(s):* ED 250. Formal acceptance into Education Program required.

ED 365 - Methods for Teaching Social Studies in Early Childhood
4.00 credits. A study of content, teaching strategies, materials, organizing approaches and curricula for teaching social studies at the early elementary level (PK through fourth grade). Students will be required to complete a field experience component, documented by a journal. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 335 and ED 345. Formal acceptance into Education Program required. Fall semester.

ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level
4.00 credits. This course will examine the content, teaching strategies, materials, organizing approaches and curricula for teaching social studies at the middle school level (fourth through eighth grades). Students will be

required to complete a field experience component, documented by a journal. **Corequisite(s):* ED 326, ED 336 and ED 346. Formal acceptance into Education Program required. Spring semester.

ED 370-378 - Special Topics in Education
Variable credit. Topics chosen in response to student and faculty interests. Formal acceptance into Education Program required. This course is repeatable for credit.

ED 399 - Thesis Preparation
2.00 credits. This course focuses on the various stages of the research process and writing Chapters 1, 2 and 3 of the thesis. Students identify a research question for investigation, establish the validity of pursuing the topic of research, complete a literature review associated with their research topic, and evaluate quantitative and qualitative methods utilized when conducting studies. This course provides foundational knowledge and competencies for students who wish to complete Honors in Education during the senior year. Formal acceptance into the Education Program is required. **Signature Learning Experience: Supervised Research.** Register by Instructor. Spring semester.

ED 400 - Senior Project in Education
2.00 credits. Students participating in the Department's Honors in the Discipline Program may register for this course during semesters in which research or writing for their project is being completed. Recognition for Honors in the Discipline is not assured by completion of this course. See Department Chair for additional information. **Prerequisite(s):* Invitation to Honors in the Discipline Program. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

ED 470 - Professional Internship
12.00 credits. Supervised student teaching for a full semester at the level of certification (Early Childhood, Elementary/Middle, dual certification in Special Education, or Secondary Education). A maximum of twelve credit hours from Education 470 may count toward the education major. Additional credits count as free electives. **Prerequisite(s):* Completion of all program requirements with Education prefixes and cumulative grade point average required at the time of full admission to the program **Corequisite(s):* ED 495, ED 496 or ED 497. **Signature Learning Experience: Field Placement.** Register by Instructor. Graded Pass/No Pass. Course fees.

ED 480-489 - Independent Study in Education
Variable credit. Upon the initiative of the student, a program of study may be organized with a faculty member on a topic of mutual interest. **Prerequisite(s):* Approval of the Department Chair and the Independent Study Committee. Register by Instructor.

ED 495 - Senior Seminar for Early Childhood
4.00 credits. A study of professional and ethical practices, family and community relationships, and special education issues in early childhood. (PK-4th grade). Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of children and their families, and support for the transition of children to new educational settings. **Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

ED 496 - Senior Seminar for Elementary/ Middle Level
4.00 credits. This course serves as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, and special education issues in middle school settings (fourth through eighth grades). Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of early adolescent and adolescent students and their families, and support for the transition of adolescents to new educational settings. **Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

ED 497 - Senior Seminar for Secondary Education
4.00 credits. This course serves as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, (urban, rural and suburban environments), advocacy for student rights, the transition of adolescents to new educational settings and special education issues in secondary school settings. **Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

Special Education Courses

SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
4.00 credits. A study of the scientific principles and best practices for creating and sustaining an optimal learning environment and positive social interaction for diverse learners in an inclusive classroom setting. Emphasis is on analyzing factors that influence academic and social behavior, adapting the physical environment, implementing an equitable classroom management system, maintaining a respectful climate, teaching social skills, and implementing positive behavioral supports. **Prerequisite(s):* ED 105, and ED 150 or ED 151. Provisional or formal acceptance into Education Program required.

SED 222 - Foundations of Inclusive Education (MSE 522)
4.00 credits. This course is an introduction to philosophical, historical and legal foundations of Special Education and inclusive education principles and practices. The history, etiology, characteristics and accommodations for students with special needs in the classroom setting will be examined. Thirty hours of field experience required (i.e., 3 hours per week for 10 weeks) which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). **Prerequisite(s):* ED 105, and ED 150 or ED 151. **Corequisite(s):* SED 222L. Provisional or formal acceptance into Education Program required.

SED 224 - Methods of Teaching Students with High Incidence Disabilities (MSE 524)
4.00 credits. A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities, such as learning disabilities, ADD/ADHD, emotional and behavior disorders, communication disorders, and cultural or linguistic diversity. Field experience is required. **Prerequisite(s):* ED 250 and SED 222, or permission of the Department, **Corequisite(s):* SED 224L. Provisional or formal acceptance into Education Program required.

SED 230 - Methods of Teaching Students with Low Incidence Disabilities (MSE 530)
4.00 credits This course is designed to prepare students to implement best practices, ensure access, and to serve as advocates in collaboration with a service team for students with low incidence disabilities and their families. These disabilities include the traditional categories of significant and/or multiple disabilities: mental disabilities with significant cognitive needs, low vision and blindness, hearing impairments and deafness, deaf-blindness, autism, physical or health disabilities, and traumatic brain injury. Students learn strategies for collaboration, specific instructional and classroom management procedures, considerations for younger and older students, and are challenged to identify and use innovative tools to support active participation. Students are also encouraged to wrestle with current trends and issues in special education and the larger field of education. Reading response, and collaborative learning are an integral part of the course experience. **Prerequisite(s):* Provisional acceptance into the Education Program is required. Register by Instructor.

SED 333 - Assessment in Special and Inclusive Education (MSE 533)
4.00 credits This course provides an overview of assessment as a tool to guide various types of decisions in the educational setting. The primary focus is on use of informal and formal assessment to craft instruction that is responsive to individual learners. The course also includes information on how to use data to make eligibility and

placement decisions while highlighting best practice to ensure that these decisions are well informed and in the best interest of the learner. Specific topics include legislation, trends, and issues in assessment practices; different types of tests and their appropriate administration, scoring, and interpretation; use of descriptive statistics to describe and interpret data sets; reliability and validity considerations in designing, administering, and reporting; and assessment of young children and behavior. **Prerequisite(s):* Formal Acceptance into the Education Program is required. Register by Instructor.

SED 342 - Effective Instruction for Students with ASD and/or EBD (MSE 542)
4.00 credits This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorders (ASD) or Emotional Behavioral Disorders (EBD) in the PK-12 setting. Emphasis is on the diagnostic criteria, methods of identification, and best practices in intervention and support according to current research. Field experience is required. **Prerequisite(s):* Acceptance into the Education Program is required. **Corequisite(s):* SED 344 and SED 342L. Register by Instructor.

SED 344 - Intensive Reading, Writing, and Mathematics Intervention (MSE 544)
4.00 credits This course provides substantive, research-based instruction that effectively prepares future teachers to assess and provide interventions to students who are struggling in the reading, writing, and mathematics content areas. An emphasis will be placed on determining differences between typical and problematic performance in each of the areas and modifying instructional methods, providing strategy instruction, and monitoring progress in each area. A clinical field experience is required. **Prerequisite(s):* Formal acceptance into the Education Program is required. **Corequisite(s):* SED 342, and SED 344L. Register by Instructor.

Master of Curriculum and Instruction Courses

MCI 505 - Curriculum Theory in Comparative Peace Contexts
3.00 credits. This course explores the foundations and exemplars of curriculum theory with emphasis upon their philosophical, ethical, political, and cultural influences and their methodological and epistemological dimensions. Examining the broad PK-12 continuum, it brings into focus the comparative curricular approaches of peace educators and emphasizes the development of a student-centered curriculum which promotes inquiry, respect, responsibility, social justice, and ethical growth. Register by Instructor.

MCI 510 - Curriculum and Public Policy
3.00 credits. This course examines the current educational policy debates, both in the United States and abroad, with focus upon governance, the purposes of schooling, models of curriculum reform, and teacher preparation. Students will be required to apply what they learn as they analyze real-life case scenarios. Register by Instructor.

MCI 520 - Pedagogy, Models, and Methods of Instruction for Effective Schools
3.00 credits. This course explores best practices in pedagogy and the correlates for the creation of effective schools across the PK-12 continuum. It emphasizes the epistemologies and strategies associated with instructional models and curricula of peace education across the globe, including intercultural, multicultural, and integrative programs. Students will be required to apply what they learn as they analyze real-life case scenarios. Register by Instructor.

MCI 530 - Building Social and Community Capacity
3.00 credits. This course explores how teachers across the PK-12 continuum can create partnerships with parents and students that facilitate participation in the schools while also validating home culture and family concerns and aspirations. It reflects current research and theory in family literacy development, bilingual and multicultural education, critical pedagogy, participatory research, cooperative learning, and feminist perspectives. It examines the roles the community and family play in sustaining a cooperative and peaceful culture of learning. Register by Instructor.

MCI 535 - Current Issues and Trends in Assessment in Special and Applied Statistics
3.00 credits. This course emphasizes the latest research in the current trends of assessment and evaluation. The course discusses methods for planning assessments that are integrated with instruction, crafting assessment tools, crafting scoring rubrics, grading and evaluating students, assessing higher order thinking, and applied statistics for assessment and evaluation. Strategies are discussed that promote and evaluate the continual intellectual, social-emotional, and personal development of all learners. Register by Instructor.

MCI 540 - Methods in Culturally Responsive Teaching
3.00 credits. This course explores the methods of culturally responsive teaching and provides participants the opportunity to develop the knowledge, skills, process, and understanding of the techniques and methods needed to create culturally responsive curricula, learning activities, relationships and classrooms. Learners will have the opportunity to authenticate their learning experiences through research, exploration, implementation, and reflection. **Prerequisite(s):* Completion of all foundational courses. Register by Instructor.

MCI 550 - Social Emotional Learning
3.00 credits. Students will develop and demonstrate an understanding of social-emotional learning and explore how it can impact both academic achievement and classroom behavior. Students will engage in activities through which they will learn, plan to use, and implement strategies designed to foster social-emotional and self-management skills using the peace education paradigm. **Prerequisite(s):* Completion of all foundational courses. Register by Instructor.

MCI 555 - Classroom and School Climate
3.00 credits. This course examines the dynamics of power – as it is contextualized in the PK-12 school and classroom – and the implications for student performance, regulation, and achievement. The discussion will revolve around practices that create a school culture that empowers educators and students to critically evaluate and seek to improve traditional educational cultures through the workings of a "culture" including routines, rituals, myths, lore, and values. **Prerequisite(s):* Completion of all foundational courses. Register by Instructor.

MCI 560 - Conflict Resolution
3.00 credits. This course explores the theory, process and principles of conflict resolution and examines the methods, curriculum, and peace programs used in schools to manage conflict constructively. Students will have the opportunity to apply course concepts through reflection on personal conflict style, case study, and research. **Prerequisite(s):* Completion of all foundational courses. Register by Instructor.

MCI 590 - The Graduate Research Seminar
6.00 credits. This course serves as the research seminar capstone for graduate teachers to understand and apply research theories and design in curriculum and instruction, culminating in a scholarly paper and corresponding oral defense. **Prerequisite(s):* Completion of all foundational courses. Register by Instructor.

Master of Special Education Courses

MSE 512 - Learning Environment and Social Interaction in Inclusive Settings (SED 212)
4.00 credits. A study of the scientific principles and best practices for creating and sustaining an optimal learning environment and positive social interaction for diverse learners in an inclusive classroom setting. Emphasis is on analyzing factors that influence academic and social behavior, adapting the physical environment, implementing an equitable classroom management system, maintaining a respectful climate, teaching social skills, and implementing positive behavioral supports. **Prerequisite(s):* Provisional or formal acceptance into Education Program required. Register by Instructor.

MSE 522 - Foundations of Inclusive Education (SED 222)
4.00 credits. This course is an introduction to philosophical, historical, and legal foundations of Special Education and inclusive education principles and practices. The history, etiology, characteristics, and accommodations for students with special needs in the classroom setting will be examined. Thirty hours of field experience required (i.e., 3 hours per week for 10 weeks) which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). **Prerequisite(s):* Provisional or formal acceptance into Education Program required. **Corequisite(s):* MSE 522L. Register by Instructor.

MSE 524 - Methods of Teaching Students with High Incidence Disabilities (SED 224)
4.00 credits. A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities, such as learning disabilities, ADD/ADHD, emotional and behavior disorders, communication disorders, and cultural or linguistic diversity. Field experience is required. **Prerequisite(s):* Provisional or formal acceptance into Education Program required. **Corequisite(s):* MSE 524L. Register by Instructor.

MSE 530 - Methods of Teaching Students with Low Incidence Disabilities (SED 230)
4.00 credits. This course is designed to prepare students to implement best practices, ensure access, and to serve as advocates in collaboration with a service team for students with low incidence disabilities and their families. These disabilities include the traditional categories of significant and/or multiple disabilities: mental disabilities with significant cognitive needs, low vision and blindness, hearing impairments and deafness, deaf-blindness, autism, physical or health disabilities, and traumatic brain injury. Students learn strategies for collaboration, specific instructional and classroom management procedures, considerations for younger and older students, and are challenged to identify and use innovative tools to support active participation. Students are also encouraged to wrestle with current trends and issues in special education and the larger field of education. Reading response, and collaborative learning are an integral part of the course experience. **Prerequisite(s):* SED 224 and acceptance into the Graduate Education Program is required. Register by Instructor.

MSE 533 - Assessment in Special and Inclusive Education (SED 333)
4.00 credits. This course provides an overview of assessment as a tool to guide various types of decisions in the educational setting. The primary focus is on use of informal and formal assessment to craft instruction that is responsive to individual learners. The course also includes information on how to use data to make eligibility and placement decisions while highlighting best practice to ensure that these decisions are well informed and in the best interest of the learner. Specific topics include legislation, trends, and issues in assessment practices; different types of tests and their appropriate administration, scoring, and interpretation; use of descriptive statistics to describe and interpret data sets; reliability and validity considerations in designing, administering, and reporting; and assessment of young children and behavior. **Prerequisite(s):* Acceptance into the Graduate Education Program is required. Register by Instructor.

MSE 540 - Etiology, Equity, and Law
4.00 credits. This course discusses federal and state special education law, including relevant court cases, and its interrelationship with equity and etiology of special needs students. Laws, regulations, policy, and stereotypes relating to the education of special needs populations are discussed. Methods of conflict resolution, mediation, and ethical standards are examined. Students will be required to apply what they learn as they analyze real-life case scenarios. **Prerequisite(s):* Acceptance into the Graduate Education Program is required. Register by Instructor.

MSE 542 - Effective Instruction for Students with ASD and/or EBD (SED 342)
4.00 credits. This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorder (ASD) or Emotional and Behavioral Disorders (EBD) in the PK-12 setting. Emphasis is on the diagnostic criteria, methods of identification, and best practices in intervention and support according to

current research. Field experience is required. **Prerequisite(s):* Acceptance into the Graduate Education Program is required. **Corequisite(s):* SED 344, MSE 565, and MSE 542L. Register by Instructor.

MSE 544 - Intensive Reading, Writing, and Mathematics Intervention (SED 344)
4.00 credits. This course provides substantive, research-based instruction that effectively prepares future teachers to assess and provide interventions to students who are struggling in the reading, writing, and mathematics content areas. An emphasis will be placed on determining differences between typical and problematic performance in each of the areas and modifying instructional methods, providing strategy instruction, and monitoring progress in each area. A clinical field experience is required. **Prerequisite(s):* SED 224 and acceptance into the Graduate Education Program is required. **Corequisite(s):* SED 342, MSE 565, and MSE 544L. Register by Instructor.

MSE 565 - Issues in Special Education
4.00 credits. Working with a faculty mentor, this is a self-directed and self-constructed course for those specializing in PK-8 or 7-12 certifications. Graduate candidates select specific topics to explore that are particularly germane to their certificate levels and companion competencies. **Prerequisite(s):* Acceptance into the Graduate Education Program is required. **Corequisite(s):* MSE 542 and MSE 544. Register by Instructor.

MSE 570 - Graduate Student Teaching
12.00 credits. This experience is supervised student teaching for a full semester in Special Education. To be taken in conjunction with the Graduate Research Seminar. **Prerequisite(s):* Acceptance into the Graduate Education Program is required. **Corequisite(s):* MSE 590. Graded Pass/No Pass. Register by Instructor.

MSE 590 - Graduate Research Seminar
4.00 credits. This course serves as the research seminar capstone for graduate teachers to understand and apply research theories and design, culminating in a scholarly paper and corresponding oral defense. Experience is supervised student teaching for a full semester in Special Education. To be taken in conjunction with the Graduate Student Teaching. **Prerequisite(s):* MSE 565. **Corequisite(s):* MSE 570. Register by Instructor.

Department of Engineering and Physics

Atwood (Chair), Batista, DeGoede, Estrada, Gravé, Read-Daily, Scanlin, Stuckey

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The Department of Engineering and Physics' principal goal is to prepare graduating students to compete successfully for desired professional positions or to be accepted into highly selective graduate programs. This is achieved by challenging our students with a significant and complete education in engineering and the sciences within a close-knit, safe, and personal environment, integrated by the rich atmosphere and liberal arts curriculum of the College. Our programs are born of a sense of cooperation between professors and students, and between student peers. In our cooperative environment, we motivate students to become increasingly self-aware, independent thinkers and to develop teamwork and communication skills. While technical and scientific competence is the bedrock of our students' competitiveness, students also develop distinctive traits of caring and collaboration, which are becoming increasingly important in a world striving for meaning, harmony, and peace. The knowledge, skills, and character development attained by our students yield a sense of self-assurance founded in professional success and personal fulfillment.

Majors Offered

The Department of Engineering and Physics offers majors in Engineering, Computer Engineering, Physics, and Secondary Education in Physics (Physics Education).

Engineering students are also eligible to complete their degree under a co-op option. The Co-Op Program extends the 4-year degree into a 5-year program. Under this option, the students typically complete two 7 month co-op rotations. During these rotations the students work full-time at an approved co-op site, also maintaining their status as enrolled students at Elizabethtown College. During co-op semesters, students are charged $500 administrative fee and are registered for a zero credit EGR 475 - Engineering Co-Op. Scholarships and grants are deferred during co-op semesters. Financial aid is not awarded during co-op semesters. Any student participating in the co-op program should notify the Financial Aid Office as soon as possible. Students may choose to live on campus with standard room and board fees during co-op rotations, but must live in off-campus housing during the 5th year.

Minors Offered

The Department of Engineering and Physics offers a Technical Design minor and a Physics minor. The Department also participates in the Architectural Studies minor and the General Science minor.

Honors in the Discipline

The Department of Engineering and Physics participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

Computer Engineering (B.S.)

Student Learning Outcomes for Computer Engineering:

Students will be able to:

- Apply basic and advanced principles of mathematics, science, and engineering.
- Design and conduct experiments, as well as to analyze and interpret data.
- Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- Function on multi-disciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand and commit to professional and ethical responsibility.
- Communicate effectively orally and in writing.
- Understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- Recognize the need for, and engage in life-long learning and professional growth.
- Understand contemporary issues.
- Use the techniques, skills, and modern engineering tools necessary for engineering practice.

The **Computer Engineering major** is offered in conjunction with the Computer Science Department and combines studies of engineering and computer technology, including both hardware and software. The Computer Engineering degree is accredited by the Engineering Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700. Our computer engineering program is designed to prepare graduates who will: 1) Demonstrate a working knowledge of both the theory and application of mathematics, physics, electrical engineering, computer science, and sustainable technologies by developing distinguished careers and/or postgraduate study relating to digital system design, embedded systems, computer architecture, software design and development, robotics and automation, intelligent systems, sustainable technologies, project management, and/or leadership in shaping related public or industry policy; 2) Meet the demands and challenges of the ever-changing computer-related professions by developing problem-definition skills, assessing multiple design solutions, finding creative applications of fundamental engineering principles, and communicating results in a professional manner. Learn to adapt and redesign as needed while adhering to, and perhaps influence change in, developing industry standards; 3) Adopt the scientific method as the cornerstone of lifelong learning, and use a broad understanding of human institutions, achievements, and values to become leaders in a chosen field. Contribute to relevant societies and strongly consider seeking Professional Licensing; 4) Display unwavering high ethical standards, and develop character that demonstrates the department's and institution's mission to "Educate for Service" including becoming stewards of our world with personal accountability and humility; 5) Contribute to the needs of, and in other ways enhance, local communities and the world at large by applying problem-solving skills and critical and independent thinking to a broad range of projects that can produce technical innovation aimed at satisfying the future needs of society. Help develop technologies that have a long-term benefit for humanity, and even help limit technologies when necessary for the common good.

Computer Engineering majors may substitute PHY 201 for one of their Natural and Physical Science Core courses. PH 275 is approved to satisfy Humanities Core. Students may take up to 19 credits in up to three semesters at

Elizabethtown without paying a credit overload fee. Engineering and Physics students must earn a C- or better in ALL prerequisite Engineering and Physics courses to continue in the major.

Computer Engineering majors are required to take:

- PHY 120 - Introductory Mathematics for Physics
- PHY 201 - College Physics I
- PHY 202 - College Physics II
- CS 121 - Computer Science I
- CS 122 - Computer Science II
- EGR 191 - Introduction to Engineering I
- EGR 192 - Introduction to Engineering II
- EGR 210 - Circuit Analysis
- EGR 222 - Systems Programming (CS 222)
- EGR 230 - Microcomputer Architecture (CS 230)
- EGR 310 - Signals and Systems
- EGR 311 - Electronics
- EGR 332 - Computer Organization and Architecture (CS 332)
- EGR 333 - Digital Circuits and Computer Interfacing (CS 333)
- EGR 410 - Control Systems
- EGR 422 - Operating Systems (CS 422)
- EGR 433 - Advanced Computer Engineering (CS 433)

- EGR 315 - Communication Theory or
- EGR 434 - Green Robotics, Automation, and Machine Intelligence (CS 434) or
- CS 342 - Computer Networking

- EGR 491 - Senior Project in Engineering I
- EGR 492 - Senior Project in Engineering II
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- MA 121 - MA Calculus I
- MA 222 - Calculus III
- MA 321 - Differential Equations
- PH 275 - HUM Science and Values
- One additional 4-credit Math or Science elective, for math/science majors (*Cannot be satisfied by an NPS Core course for non-science majors, i.e. BIO 111 is okay, BIO 103 is not.)*

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- EGR 191 - Introduction to Engineering I

- EGR 192 - Introduction to Engineering II
- PHY 120 - Introductory Mathematics for Physics
- PHY 201 - College Physics I
- CS 121 - Computer Science I
- MA 121 - MA Calculus I
- Power of Language: Other Core course (4 credits)

Second Year Suggested Courses:

- CS 122 - Computer Science II
- EGR 210 - Circuit Analysis
- EGR 230 - Microcomputer Architecture (CS 230)
- MA 222 - Calculus III
- MA 321 - Differential Equations
- PHY 202 - College Physics II

- EGR 311 - Electronics **Or**
- PH 275 - HUM Science and Values

- EGR 332 - Computer Organization and Architecture (CS 332) **Or**
- Creative Expression Core course (4 credits)

Third Year Suggested Courses:

- EGR 222 - Systems Programming (CS 222)
- Two Core courses (8 credits total)
- One Elective course (4 credits)

- EGR 310 - Signals and Systems **Or**
- EGR 332 - Computer Organization and Architecture (CS 332)

- EGR 311 - Electronics **Or**
- EGR 410 - Control Systems

- EGR 333 - Digital Circuits and Computer Interfacing (CS 333) **Or**
- EGR 433 - Advanced Computer Engineering (CS 433)

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science **Or**
- Engineering or Physics specific course (4 credits)

Fourth Year Suggested Courses:

- EGR 422 - Operating Systems (CS 422)
- EGR 491 - Senior Project in Engineering I
- EGR 492 - Senior Project in Engineering II
- Two Core courses (8 credits)

- EGR 310 - Signals and Systems **Or**
- One Elective course (4 credits)

- EGR 333 - Digital Circuits and Computer Interfacing (CS 333) **Or**
- EGR 433 - Advanced Computer Engineering (CS 433)

- EGR 410 - Control Systems **Or**
- PH 275 - HUM Science and Values

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science **Or**
- Engineering or Physics specific course (4 credits)

Engineering (B.S.)

Student Learning Outcomes for Engineering:

Students will be able to:

- Apply basic and advanced principles of mathematics, science, and engineering.
- Design and conduct experiments, as well as to analyze and interpret data.
- Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- Function on multi-disciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand and commit to professional and ethical responsibility.
- Communicate effectively orally and in writing.
- Understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- Recognize the need for, and engage in life-long learning and professional growth.
- Understand contemporary issues.
- Use the techniques, skills, and modern engineering tools necessary for engineering practice.

The **Engineering major** is a rigorous program designed to lead to a technical career in industry or graduate school in engineering. The Engineering degree with concentrations in **Biomedical, Civil, Electrical**, **Environmental, Mechanical, and Industrial and Systems Engineering** is accredited by the Engineering Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700, www.abet.org. Our Engineering program is designed around attention to the needs of individual students and a breadth of engineering knowledge and skills. The Program Education Objectives encapsulate the values and goals of Elizabethtown College within the current and emerging needs of industry and society: 1) Elizabethtown Engineering graduates develop distinguished careers in a wide variety of technical and non-technical fields, utilizing the skills developed through a broad engineering curriculum complemented by strong engagement with the liberal arts. In particular, students are

equipped to design, develop, and implement innovative solutions to challenging problems within fields integrating electrical and mechanical systems within the context of sustainable design; 2) Our graduates become industry and civic leaders in a variety of fields as skilled problem solvers. Graduates possess the multidisciplinary background to help shape solutions and define the problems faced by our rapidly changing world and global marketplace; 3) Graduating students embrace and adapt to emerging technologies, supported by the combination of a strong foundation in underlying theory and proficiency with modern engineering tools. Graduates have the necessary knowledge, skills, and motivation to pursue advanced degrees, licensing as a Professional Engineer (PE) or certifications such as Leadership in Energy and Environmental Design (LEED); 4) Our graduates value the opportunity to utilize their professional skills to meet the needs of their local communities and our shared global community, finding fulfillment serving the needs of others with creativity, personal drive and accountability, humility, and unwavering ethics.

Engineering majors may substitute PHY 201 for one of their Natural and Physical Science Core courses. PH 275 is approved to satisfy Humanities Core. Students may take up to 19 credits in up to three semesters at Elizabethtown without paying a credit overload fee. Engineering and Physics students must earn a C- or better in ALL prerequisite Engineering and Physics courses to continue in the major.

Engineering majors are required to take:

- PHY 120 - Introductory Mathematics for Physics
- PHY 201 - College Physics I
- PHY 202 - College Physics II
- EGR 191 - Introduction to Engineering I
- EGR 192 - Introduction to Engineering II
- EGR 210 - Circuit Analysis
- EGR 255 - Sustainable Resource Engineering and Design
- EGR 256 - Environmental Site Engineering and Design
- EGR 260 - Statics
- EGR 291 - Sophomore Project
- EGR 310 - Signals and Systems
- EGR 360 - Dynamics
- EGR 391 - Engineering Design and Junior Project
- EGR 395 - Fall Seminar
- EGR 396 - Spring Seminar
- EGR 410 - Control Systems
- EGR 491 - Senior Project in Engineering I
- EGR 492 - Senior Project in Engineering II
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CS 121 - Computer Science I
- MA 121 - MA Calculus I
- MA 222 - Calculus III
- One additional 4-credit Math or Science elective, for math/science majors. *(*Cannot be satisfied by an NPS Core course for non-science majors, i.e. BIO 111 is okay, BIO 103 is not.)*
- PH 275 - HUM Science and Values

Engineering majors also must either:

(1) Select one of the following concentrations and complete all the courses in it, or (2) Earn the degree without a concentration by completing any five of the engineering courses listed under the three concentrations.

Biomedical Engineering:

- EGR 264 - Strength of Materials
- EGR 310 - Signals and Systems
- EGR 323 - Biomechanics of Human Movement
- EGR 324 - Structural Aspects of Biomaterials
- EGR 328 - Introduction to Biomedical Engineering Design
- EGR 368 - Fluid Mechanics and Hydrology
- EGR 410 - Control Systems
- Math/Science Elective (must be BIO 111).

Civil Engineering:

- EGR 251 - Introduction to Environmental Engineering
- EGR 256 - Environmental Site Engineering and Design
- EGR 264 - Strength of Materials
- EGR 310 - Signals and Systems
- EGR 353 - Green Architectural Engineering
- EGR 364 - Structural Engineering
- EGR 366 - Civil Engineering Materials
- MA 321 - Differential Equations
- Engineering elective course (3-4 credits)

Electrical Engineering:

- EGR 310 - Signals and Systems
- EGR 311 - Electronics
- EGR 312 - Electromagnetism (PHY 312)
- EGR 315 - Communication Theory
- EGR 317 - Physics of Semiconductor Devices
- EGR 318 - Fiber Optics Communication Systems
- EGR 410 - Control Systems
- Engineering elective course (3-4 credits)

Environmental Engineering:

- EGR 251 - Introduction to Environmental Engineering
- EGR 256 - Environmental Site Engineering and Design
- EGR 310 - Signals and Systems
- EGR 351 - Water and Wastewater Engineering
- EGR 353 - Green Architectural Engineering

- EGR 368 - Fluid Mechanics and Hydrology
- EGR 467 - Thermodynamics
- Engineering elective course (3-4 credits)

Industrial and Systems Engineering:

- EGR 248 - Quantitative Methods/Operations Management (BA 248)
- EGR 310 - Signals and Systems
- EGR 341 - Industrial and Systems Engineering Methods
- EGR 345 - Fundamentals of Process Improvement
- EGR 347 - Analytics for Supply Chain Operations (BA 347)
- EGR 348 - Introduction to Manufacturing Processes
- EGR 410 - Control Systems
- Engineering elective course (3-4 credits)

Mechanical Engineering:

- EGR 264 - Strength of Materials
- EGR 310 - Signals and Systems
- EGR 348 - Introduction to Manufacturing Processes
- EGR 368 - Fluid Mechanics and Hydrology
- EGR 410 - Control Systems
- EGR 463 - Analytical Mechanics and Vibrations
- EGR 467 - Thermodynamics
- Engineering elective course (3-4 credits)

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- EGR 191 - Introduction to Engineering I
- EGR 192 - Introduction to Engineering II
- MA 121 - MA Calculus I
- PHY 120 - Introductory Mathematics for Physics
- PHY 201 - College Physics I
- Power of Language: Other Core course (4 credits)

Second Year Suggested Courses:

- EGR 210 - Circuit Analysis
- EGR 260 - Statics

- EGR 291 - Sophomore Project
- MA 222 - Calculus III
- PHY 202 - College Physics II

- MA 251 - MA Probability and Statistics **Or**
- MA 321 - Differential Equations

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science **Or**
- Western Cultural Heritage Core course (4 credits)

- Two Core courses (8 credits total)

Third Year Suggested Courses:

- EGR 360 - Dynamics
- EGR 391 - Engineering Design and Junior Project

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science **Or**
- Social Science Core course (4 credits)

- Four- five Engineering Concentration courses (16-20 credits total)

Fourth Year Suggested Courses:

- EGR 255 - Sustainable Resource Engineering and Design
- EGR 395 - Fall Seminar
- EGR 396 - Spring Seminar
- EGR 491 - Senior Project in Engineering I
- EGR 492 - Senior Project in Engineering II
- Three- four Engineering Concentration courses (12-16 credits total)
- Mathematic or Science Elective course (4 credits)
- Two Elective courses (8 credits total)

Physics (B.S.)

Student Learning Outcomes for Physics:

Students will be able to:

- Apply basic and advanced principles of mathematics and science.
- Design and conduct experiments, as well as to analyze and interpret data.
- Identify, formulate, and solve physics problems.
- Understand and commit to professional and ethical responsibility.
- Communicate effectively orally and in writing.

- Understand the impact of physics in a global, economic, environmental, and societal context.
- Recognize the need for, and engage in life-long learning and professional growth.
- Understand modern physics and other contemporary issues.
- Use the techniques, skills, and modern physics tools necessary for the practice of physics.

The **Physics major** provides baseline preparation either for graduate school or for the technical job market.

Physics majors may substitute PHY 201 for one of their Natural and Physical Science Core courses. Engineering and Physics students must earn a C- or better in ALL prerequisite Engineering and Physics courses to continue in the major.

Physics majors are required to take:

- PHY 120 - Introductory Mathematics for Physics
- PHY 201 - College Physics I
- PHY 202 - College Physics II
- PHY 203 - College Physics III
- PHY 312 - Electromagnetism (EGR 312)
- PHY 361 - Applied Quantum Mechanics/Advanced Topics in Applied Physics
- PHY 491 - Physics Research I
- PHY 492 - Physics Research II
- EGR 210 - Circuit Analysis
- EGR 360 - Dynamics
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CS 121 - Computer Science I
- MA 121 - MA Calculus I
- MA 222 - Calculus III
- MA 321 - Differential Equations

Three of the following:

- PHY 221 - Modern Physics
- PHY 423 - General Relativity
- EGR 256 - Environmental Site Engineering and Design
- EGR 260 - Statics
- EGR 264 - Strength of Materials
- EGR 310 - Signals and Systems
- EGR 315 - Communication Theory
- EGR 317 - Physics of Semiconductor Devices
- EGR 318 - Fiber Optics Communication Systems
- EGR 348 - Introduction to Manufacturing Processes
- EGR 368 - Fluid Mechanics and Hydrology
- EGR 410 - Control Systems
- EGR 463 - Analytical Mechanics and Vibrations
- EGR 467 - Thermodynamics

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- PHY 120 - Introductory Mathematics for Physics
- PHY 201 - College Physics I
- MA 251 - MA Probability and Statistics
- Creative Expression Core course (4 credits)
- Power of Language: Other Core course (4 credits)
- One Elective course (4 credits)

Second Year Suggested Courses:

- PHY 202 - College Physics II
- EGR 210 - Circuit Analysis
- CS 121 - Computer Science I
- MA 222 - Calculus III
- MA 321 - Differential Equations
- Non-Western Heritage Core course (4 credits)
- Two Elective courses (8 credits total)

Third Year Suggested Courses:

- PHY 203 - College Physics III
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science

- PHY 312 - Electromagnetism (EGR 312) **Or**
- PHY 361 - Applied Quantum Mechanics/Advanced Topics in Applied Physics

- Western Cultural Heritage Core course (4 credits)
- Engineering/Physics course (4 credits)
- One Elective course (4 credits)

Fourth Year Suggested Courses:

- EGR 360 - Dynamics

- PHY 312 - Electromagnetism (EGR 312) **Or**
- PHY 361 - Applied Quantum Mechanics/Advanced Topics in Applied Physics

- PHY 491 - Physics Research I
- PHY 492 - Physics Research II

- Social Science Core course (4 credits)
- Humanities Core course (4 credits)
- Two Engineering/Physics courses (8 credits total)
- Two Elective courses (8 credits total)

Physics Secondary Education (B.S.)

Student Learning Outcomes for Secondary Education:

Students will be able to:

- Apply basic and advanced principles of mathematics and science.
- Design and conduct experiments, as well as to analyze and interpret data.
- Develop and apply instructional methodologies appropriate to the grade and developmental level of students.
- Create, organize, and maintain an effective classroom environment conducive to learning and development.
- Identify, formulate, and solve physics problems.
- Use their knowledge and skills to maintain professionalism in their daily work.
- Plan and design appropriate instructional and assessment activities.
- Understand the impact of physics in a global, economic, environmental, and societal context.
- Recognize the need for, and engage in life-long learning and professional growth.
- Design and implement successful interventions responsive to the needs of children with special needs.
- Use the techniques, skills, and modern physics tools necessary for the practice of physics.

A **Secondary Education major in Physics** is offered in conjunction with the Education Department and leads to Pennsylvania teacher certification at the secondary level.

Physics Education majors may substitute PHY 201 for one of their Natural and Physical Science Core courses. Engineering and Physics students must earn a C- or better in ALL prerequisite Engineering and Physics courses to continue in the major. The required math courses will satisfy the requirement of two math courses for Education certification.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

Required courses for this major are:

- PHY 120 - Introductory Mathematics for Physics
- PHY 201 - College Physics I
- PHY 202 - College Physics II
- PHY 203 - College Physics III
- PHY 312 - Electromagnetism (EGR 312)

- ES 113 - NPS Earth in Space: Evolution of a Planet or
- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere

- EGR 210 - Circuit Analysis
- EGR 467 - Thermodynamics
- BIO 101 - NPS Biological Concepts
- BIO 103 - NPS Living with the Environment
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CS 121 - Computer Science I
- MA 121 - MA Calculus I
- MA 222 - Calculus III

Education Courses:

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education

- Two English courses for Education certification, one literature and one writing (EN 100 or EN 150)
- Two Math courses for Education certification

Suggested first year courses:

Fall semester:

- ED 105 - Foundations of Teaching and Learning
- PHY 120 - Introductory Mathematics for Physics
- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language or
- EN 150 - PLE Advanced Writing and Language

Spring semester:

- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- PHY 201 - College Physics I
- MA 121 - MA Calculus I

Academic Minors

Physics Minor

Note: Students must earn a C- or better in ALL prerequisite Engineering and Physics courses to continue in the minor.

Physics minors are required to take:

- PHY 201 - College Physics I
- PHY 202 - College Physics II
- PHY 203 - College Physics III
- PHY 221 - Modern Physics
- Six additional credits in physics, PHY 105 and higher.

Technical Design Minor

Students will learn to solve complex real world problems on multidisciplinary teams.

Note: Students must earn a C- or better in ALL prerequisite Engineering and Physics courses to continue in the minor.

Technical Design Minors are required to take:

- PHY 101 - General Physics I or
- PHY 201 - College Physics I

- PHY 102 - General Physics II or
- PHY 202 - College Physics II

- EGR 191 - Introduction to Engineering I or
- PHY 105 - NPS How Things Work

- EGR 192 - Introduction to Engineering II
- EGR 391 - Engineering Design and Junior Project
- EGR 395 - Fall Seminar
- EGR 396 - Spring Seminar
- EGR 491 - Senior Project in Engineering I
- EGR 492 - Senior Project in Engineering II

- EGR 291 - Sophomore Project or
- EGR 280 - Engineering Research/Project

Earth Science Courses

ES 113 - NPS Earth in Space: Evolution of a Planet
4.00 credits. **(Natural and Physical Science Course)** A broad introduction to Earth System Science that integrates basic topics in geology and astronomy as a means to understand the origin and evolution of planet Earth. Dramatic events and processes that shaped Earth's history, such as big bang cosmology, stellar evolution, planetary formation, plate tectonics, the rock cycle, crustal deformation and mountain building, the evolution of continents and ocean basins, earthquakes and volcanism are explored. Includes discovery-oriented exercises, including field trips to local geological sites, the local planetarium and several stargazing sessions for firsthand study of materials containing evidence for the processes and events studied in class. **Corequisite(s):* ES 113L. Hours: lecture 3, laboratory 2. Fall semester.

ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere
4.00 credits. **(Natural and Physical Science Course)** Introduction to geology and meteorology, presenting Earth as an intricately coupled system that makes life possible. Landscapes, plate tectonics, oceans and atmosphere, chaos and weather prediction, climates and patterns of change, and landscape modification by the hydrologic system. Discovery-oriented lab includes field trips to geological sites. **Corequisite(s):* ES 114L. Hours: lecture 3, laboratory 2. Spring semester.

ES 117 - NPS Climate Change and the Fate of Civilization
4.00 credits. **(Natural and Physical Science Core Course)** This course explores the science of climate change and its impact on past and future civilizations. Students will learn how the Earth's climate system works; the factors responsible for climate change and how those factors interact; the impact of past climate changes on civilizations; climate models, observations, and hypotheses utilized to predict future climate. Finally, the course examines the connection between human activity and the current warming trend and the potential environmental, economic, and social consequences of climate change. Offered as needed.

ES 216 - Physical Geography
3.00 credits. Introduction to the physical bases for geography, including earth/sun relationships, map projections, weather patterns, climates and landforms. Register by Instructor. Fall semester, even-numbered years. Offered as needed.

Engineering Courses

EGR 191 - Introduction to Engineering I
4.00 credits. Introduction to the study, practice and various branches of engineering, as well as the following skills: problem solving, teamwork, project management, design, sketching, and computer-aided rendering. Includes a design project, guest speakers and plant tours. **Corequisite(s):* EGR 191L. Hours: combined lecture/discussion/laboratory 5.5. Register by Instructor. Fall semester.

EGR 192 - Introduction to Engineering II
2.00 credits. Introduction to the development of mathematical techniques for engineering applications including Matlab and statistics. Also a study of engineering ethics, and written and oral technical communication. Continued exploration of the engineering design process, including a design-and-build project. **Prerequisite(s):* EGR 191. **Corequisite(s):* EGR 192L. Hours: combined lecture/discussion/laboratory 4. Spring semester.

EGR 210 - Circuit Analysis
4.00 credits. Introduction to linear circuit analysis and basic electric circuit components. Topics covered include DC analysis, AC analysis and transient analysis for circuits containing resistors, inductors, capacitors and diodes. **Prerequisite(s):* PHY 201 and MA 121. **Corequisite(s):* EGR 210L. Hours: lecture 3, laboratory 3. Fall semester.

EGR 222 - Systems Programming (CS 222)
4.00 credits. This course covers advanced programming and machine representation of data and data structures, including dynamic structures and files. Topics include memory allocation, run-time data organization, function linkage and parameter passing, interrupt processing and the relationship between high level and machine language. **Prerequisite(s):* CS 122. Spring semester.

EGR 230 - Microcomputer Architecture (CS 230)
4.00 credits. Board-level design of microcomputers and the study of various computer architectures and hardware/software computing platforms. Topics include computer ethics, hardware components such as memory registers, central processor types, controllers, peripherals, input/output architecture and devices, memory management and networking. **Prerequisite(s):* CS 121. Spring semester.

EGR 248 - Quantitative Methods/Operations Management (BA 248)
4.00 credits. Usage of quantitative methods and operations management concepts to optimize business decisions is learned. The quantitative methods covered are forecasting, decision making, inventory management, and linear programming. The operations management concepts are project management, statistical process control, materials requirement planning, enterprise resource planning, scheduling, reliability, acceptance sampling and learning curves. **Prerequisite(s):* MA 251.

EGR 251 - Introduction to Environmental Engineering
3.00 Introduction to environmental chemistry, chemical and biological kinetics, chemical process engineering, and risk assessment. Design and analysis of water, wastewater, solid waste, and air quality treatment systems. **Prerequisite(s):* MA 121. Fall semester, even-numbered years.

EGR 255 - Sustainable Resource Engineering and Design
3.00 credits. Engineering and design practices to make use of natural resources such that environmental impacts are minimized and benefits to human civilization are maximized. Design of sustainable habitats and infrastructure for developing nations. **Prerequisite(s):* EGR 210. Fall semester.

EGR 256 - Environmental Site Engineering and Design
4.00 credits. The theory and application of geophysical imaging methods to the investigation of subsurface materials and structures that are likely to have significant engineering and environmental implications. A wide variety of methods including seismic reflection, seismic refraction, electromagnetic, ground-penetrating radar, potential fields, electrical resistivity, and borehold logging will be introduced and examined. Natural and man-made disasters will be discussed. Includes a surveying and soil laboratory. **Prerequisite(s):* PHY 201. Spring semester.

EGR 260 - Statics
3.00 credits. Equilibria of particles and rigid bodies subject to concentrated and distributed forces with practical applications to the design of mechanical structures. Topics include structural analysis, internal forces, friction, inertial properties and virtual work. **Prerequisite(s):* PHY 201 and MA 121. Fall semester.

EGR 264 - Strength of Materials
4.00 credits. Behavior of materials under load up to and including fracture with applications to the design of physical systems. Topics include axial stress and strain, torsion, pressure vessels, stresses in beams, combined multiaxial stresses, failure criteria, linear elastic fracture mechanics, fatigue, and materials science structure-function relationships. Includes a two-hour lab each week, including Finite Element Analysis. **Prerequisite(s):* EGR 260 and MA 222. **Corequisite(s):* EGR 264L. Fall semester.

EGR 280 - Engineering Research/Project
Variable credit. A student may participate in an ongoing research or design project for academic credit. Registration for this course must be approved by the supervising faculty member and the Department Chair. Juniors and seniors are encouraged to submit proposals for Independent Study (Engineering 480-489). Can be taken Pass/No Pass. Register by Instructor. This course may be repeated for credit.

EGR 291 - Sophomore Project
1.00 credit. An engineering project performed in small teams under the supervision of the instructor. Progress reports and a final report and presentation are required. **Signature Learning Experience: Community-Based Learning.** Spring semester.

EGR 310 - Signals and Systems
3.00 credits. Analysis of continuous-time linear systems, discrete-time linear systems, and methods of signal sampling and reconstruction. Applications of Fourier Series, Fourier Transform and Laplace Transform. Exploration of digital signal processing using Matlab programming. **Prerequisite(s):* PHY 202 and MA 222. Fall semester.

EGR 311 - Electronics
4.00 credits. Practical and theoretical study of fundamental components and circuits, including transistors, diodes, integrated circuits, power supplies, filters, amplifiers, control circuits and some digital electronics. **Prerequisite(s):* EGR 210. **Corequisite(s):* EGR 311L. Hours: lecture 3, laboratory 3. Spring semester, odd-numbered years.

EGR 312 - Electromagnetism (PHY 312)
3.00 credits. An intermediate course in electromagnetism including electro- and magnetostatics and dynamics, Maxwell's equations, macroscopic fields, electromagnetic waves and special relativity. **Prerequisite(s):* PHY 202 and MA 222. Spring semester, odd-numbered years.

EGR 315 - Communication Theory
3.00 credits. An introduction to the broad area of communication systems. Introduction to communication systems including the analysis and transmission of signals, modulation and demodulation, sampling and analog-to-digital conversion, and an introduction to both digital data transmission and wireless communications. **Prerequisite(s):* EGR 310. Spring semester, even-numbered years.

EGR 317 - Physics of Semiconductor Devices
3.00 credits. An introduction to semiconductor crystals and their properties; carrier modeling and action; fundamentals of carrier generation, transport, recombination and storage in semiconductors; principles of operation of p-n junction diodes, bipolar junction transistors, MOS field-effect transistors, MOS capacitors and some semiconductor photonic/optoelectronic devices. Device modeling is performed at a level that addresses basic physical principles and, at the same time, provides notions useful for integrated circuit analysis and design. **Prerequisite(s):* PHY 202. Fall semester, even-numbered years.

EGR 318 - Fiber Optics Communication Systems
3.00 credits. Course includes an introduction to optics, fiber optics and optical communications. Among the topics covered in the course: an overview of geometric and wave optics; the optical fiber, optical confinement; step-index fibers and graded-index fibers; single-mode and multimode fibers; numerical aperture; loss, dispersion and nonlinearities in fibers; splices, connectors, couplers and gratings; optical transmitters, light sources and electronic driving circuits; optical receivers, detectors and noise, optical amplifiers; optic-link design, single-wavelength fiber-optic network topologies, standard fiber networks; wavelength-division multiplexing; solution-link design. **Prerequisite(s):* EGR 210. Fall semester, odd-numbered years.

EGR 323 - Biomechanics of Human Movement
3.00 credits. Dynamics of muscle and tendon, models of muscle contraction. Kinematics and dynamics of the human body, methods for generating equations of motion. Mechanics of proprioceptors and other sensors. Analysis of human movement, including gait, running, and balance. Computer simulations and discussion of experimental measurement techniques. **Prerequisite(s):* EGR 360 and CS 121. Spring semester, even-numbered years.

EGR 324 - Structural Aspects of Biomaterials
3.00 credits. The structure and mechanical functions of biological materials and their replacements, biocompatability of biomaterials and host response, material selection for load bearing applications including reconstructive surgery, orthopedics, dentistry, and cardiology. Mechanical design for longevity including topics of fatigue, wear, and fracture are addressed through case studies that examine failures of devices. **Prerequisite(s):* EGR 264. Spring semester, odd-numbered years.

EGR 328 - Introduction to Biomedical Engineering Design
3.00 credits This course uses problem-based learning to introduce students to biomedical engineering design concepts, tools, and methodologies. Students will work in small groups and use virtual design and computational tools to propose and validate feasible solutions to real-world biomedical engineering problems with industrial and/or clinical relevance. **Prerequisite(s):* EGR 291. Fall semester, even-numbered years.

EGR 332 - Computer Organization and Architecture (CS 332)
4.00 credits. Introduction to Boolean algebra, design of combinational and sequential circuits, and their use in von Neumann computer architecture. Basic parts of computer systems including memory, control and input-output systems are studied. The student is expected to design a simple micro-programmed computer. **Prerequisite(s):* CS 121. Fall semester.

EGR 333 - Digital Circuits and Computer Interfacing (CS 333)
4.00 credits. Digital logic and integrated circuits to implement logic; architecture and machine language programming of minicomputers and microprocessors; design, testing, and construction of instrument-to-computer and computer-to-instrument interfaces; design and testing of supporting software. **Prerequisite(s):* CS 332/EGR 332, or permission of the instructor. Spring semester, odd-numbered years.

EGR 341 - Industrial and Systems Engineering Methods
3.00 credits. Production management with emphasis on process improvement, cost reduction, incentives and ergonomics. Students also conduct preliminary work for their senior project. **Prerequisite(s):* MA 251. Fall semester, even-numbered years

EGR 345 - Fundamentals of Process Improvement
3.00 credits. This course introduces current approaches to improve work processes and establish effective control systems for ensuring the quality of process outputs. The six sigma methodology for reduction of process variability is explored. The use of financial management systems, engineering economics, and change management principles are introduced to measure improvement, make informed decisions, and encourage organizational change. Students use statistical software to achieve incremental and breakthrough improvement on a semester project. **Prerequisite(s):* MA 251. Fall semester

EGR 347 - Analytics for Supply Chain Operations (BA 347)
4.00 credits. This course focuses on the management of supply chain processes and performance. It will be valuable for students who would like to pursue a career in supply chain, operations, logistics of a manufacturing or distribution firm. We explore important supply chain metrics, primary tradeoffs in making supply chain decisions, and basic tools for effective and efficient supply chain management, production planning and inventory control, order fulfillment and supply chain coordination. We will also investigate topics such as global supply chain design, logistics, and outsourcing, several other recent supply chain innovations. The class format includes lectures, case discussions, guest speakers, and simulation games. The content covers both quantitative and qualitative materials. The cases will feature companies in the service industry, as well as firms in more traditional industries such as apparel and manufacturing. **Prerequisite(s):* BA 248/EGR 248 or MA 251. Spring semester.

EGR 348 - Introduction to Manufacturing Processes
3.00 credits. This course explores subtractive and additive manufacturing processes with a primary focus on solidification processes, metal forming and sheet metalworking, material removal processes, property enhancing and surface processing operations, and joining and assembly processes. Students will specify manufacturing process for both low and high volume production in a semester project. **Prerequisite(s):* PHY 201. Fall semester.

EGR 351 - Water and Wastewater Engineering
3.00 credits. The design and operation of water and wastewater treatment facilities will be examined with an emphasis on quantitative problem-solving. Physical, chemical, and biological treatment processes used in modern water and wastewater treatment will be explored. **Prerequisite(s):* EGR 260. Fall semester, odd-numbered years.

EGR 353 - Green Architectural Engineering
3.00 credits. State-of-the-art green architectural engineering methods for residential, commercial, and industrial real-estate development in industrialized countries. Green building design methods for heating, cooling, lighting, power generation & distribution, water-management, indoor air-quality control, and noise abatement. Green construction methods. Green building standards including local building codes, zoning ordinances, and national and international standards. Case studies from the simplest Amish homes to state-of-the-art US, EU, and Asian green architectures. **Corequisite(s):* PHY 201, or permission by the instructor. Fall semester, even-numbered years.

EGR 360 - Dynamics
3.00 credits. Newtonian mechanics of particles, a system of particles and of rigid bodies in fixed and moving reference frames in three dimensions. Topics include energy and momentum concepts, Euler's equations, and the simple oscillator. With applications to mechanical systems. **Prerequisite(s):* PHY 201 and MA 222. Fall semester.

EGR 364 - Structural Engineering
3.00 credits introduction to the field of structural engineering. Discussion of structural analysis techniques and concepts such as virtual work, flexibililty method, stiffness method, influence lines, and matrix structural analysis. Training in AutoCAD and exposure to commonly used structural analysis computer program(s). Discuss of basic design concepts and principles. **Prerequisite(s):* EGR 264. Spring semester, even-numbered years.

EGR 366 - Civil Engineering Materials
3.00 credits Discussion of basic mechanical and physical properties of a variety of civil engineering materials such as concrete, asphalt, wood, and fiber composites. Evaluation and design for properties, load-time deformation characteristics, response to typical service environments. **Prerequisite(s):* EGR 264. Spring semester, even-numbered years.

EGR 368 - Fluid Mechanics and Hydrology
3.00 credits. Topics include fluid properties, fluid statics, control volume analysis, steady and unsteady Bernoulli equation, and introduction to differential analysis of fluid flow. Laminar and turbulent flow in pipes and channels and in external flow. The boundary layer concept, lift and drag. Runoff and catchment. **Prerequisite(s):* EGR 260 and MA 222. Spring semester.

EGR 370-378 - Special Topics in Engineering
Variable credit. An opportunity to offer courses that are not part of the regular curriculum. This course is repeatable for credit.

EGR 391 - Engineering Design and Junior Project
2.00 credits. This course explores design methodology and practice under the supervision of the instructor. Progress reports including a final report and presentation are required. Hours: lecture 1 and project work. Register by Instructor. Spring semester.

EGR 395 - Fall Seminar
1.00 credit. Seminar series with weekly presentations of topics of current interest in engineering. Speakers include practicing engineers and researchers from industry or other academic institutions, Elizabethtown faculty, and senior-level Elizabethtown students. Fall semester.

EGR 396 - Spring Seminar
1.00 credit. Seminar series with weekly presentations of topics of current interest in engineering. Speakers include practicing engineers and researchers from industry or other academic institutions, Elizabethtown faculty, and senior-level Elizabethtown students. Spring semester.

EGR 400 - Engineering Portfolio
1.00 credit. The portfolio will provide students with a vehicle for documenting their achievements and competencies in engineering. **Signature Learning Experience: Developmental Portfolio.** Graded Pass/No Pass.

EGR 410 - Control Systems
4.00 credits. Design and analysis of continuous time-domain control systems using system modeling techniques and simulation software for control algorithms. Evaluation of control system performance and design criteria including

feedback, stability, sensitivity, time and frequency response. Introduction to similar topics in the discrete-time domains. Includes a two-hour laboratory each week applying the theory to physical systems. **Prerequisite(s):* EGR 310. **Corequisite(s):* EGR 410L. Spring semester.

EGR 422 - Operating Systems (CS 422)
4.00 credits. Principles and theories behind the design of operating systems and their practical implementation, including executives and monitors, task handlers, scheduling algorithms, file handlers, device drivers and interrupt handlers, theories of resource allocation and sharing, multiprocessing and interprocess communication. **Prerequisite(s):* CS 222 / EGR 222 and CS 332 / EGR 332. Spring semester, even-numbered years.

EGR 433 - Advanced Computer Engineering (CS 433)
4.00 credits. Circuit level design and implementation of complete computer systems. Major laboratory projects require students to design, build, test and demonstrate computer hardware designs using Field Programmable Gate Arrays and bread boarded circuits. Class lectures include design of embedded systems, microcontrollers, microprocessors and supercomputers. **Prerequisite(s):* CS 332/EGR 332. Hours: lecture 3, laboratory 3. Spring semester, even-numbered years.

EGR 434 - Green Robotics, Automation, and Machine Intelligence (CS 434)
4.00 credits. Cutting-edge innovations in robotics, automation, and machine Intelligence that result in the most environmentally-friendly and humanity-sensitive use of technology and resources to manufacture products or aid humans. Various forms of Machine Intelligence including Symbolic AI which uses programmed rules, heuristics, and forms of knowledge representation; and artificial neural networks which are connectionist computer architectures (hardware or software) where many computational nodes are connected to solve problems requiring rapid adaptation, or where governing equations are not known or cannot be easily computed. Mobile-robot and robotic-arm theory, applications, simulations, real-time control, and path-planning strategies are included. **Prerequisite(s):* CS 121 and MA 121. Fall semester, odd-numbered years.

EGR 463 - Analytical Mechanics and Vibrations
3.00 credits. Lagrangian formulations for three-dimensional motion of particles and rigid bodies. Linear free and forced responses of one and multi degree of freedom systems and simple continuous systems. Introduction to vibration control/absorption. **Prerequisite(s):* EGR 360 and MA 321. Spring semester.

EGR 467 - Thermodynamics
3.00 credits. Properties of pure substances, equations of state, and the laws of thermodynamics applied to analysis of closed and open systems, including power and refrigeration cycles, psychrometrics and combustion. Emphasis on macroscopic thermodynamics and engineering applications. **Prerequisite(s):* EGR 260 and MA 222, or permission of the instructor. Spring semester.

EGR 468 - Introductory Heat Transfer
3.00 credits. This course introduces the three modes of heat transfer - conduction, convection, and radiation. These concepts will be applied to analyze problems of practical interest including fins and heat exchangers. There will be a strong emphasis placed on deriving the governing equations, as this indicates understanding of the underlying physics. Since it is difficult to obtain analytical solutions to most practical heat transfer problems, numerical solution methods will also be covered. **Prerequisite(s):* EGR 467, EGR 368, and MA 321. Offered as needed.

EGR 470-474 - Internship in Engineering
Variable credit. Opportunity for students to intern in an engineering setting. A maximum of twelve credit hours from Engineering 470-474 may count as engineering electives. Additional credits count as free electives. **Signature**

Learning Experience: Internship. Graded Pass / No Pass. Register by Instructor. This course is repeatable for credit.

EGR 475 - Engineering Co-Op
0.00 credits. Students with a declaration of engineering, computer engineering, and industrial engineering management are eligible to complete their degree under a Co-Op Program. The Co-Op Program extends the 4-year degree into a 5-year program. Under this option, students typically complete one or two seven-month co-op rotations: Spring/Summer and Summer/Fall. For more information, please refer to the Departmental page outlining the Engineering and Physics Programs in the online catalog. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

EGR 480-489 - Independent Study in Engineering
Variable credit. Study and experimentation in an area of interest to the student and faculty member. **Prerequisite(s):* Permission of the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

EGR 491 - Senior Project in Engineering I
2.00 credits. A demanding, and perhaps original, engineering project performed under close supervision of a faculty member. Students usually work in teams on the given project. For this course, the scope of the project typically includes problem definition, development of requirements, and preliminary design work. Progress reports, a final report and a public seminar are required. Register by Instructor.

EGR 492 - Senior Project in Engineering II
2.00 credits. A demanding, and perhaps original, engineering project performed under close supervision of a faculty member. Students usually work in teams on the given project. For this course, the scope of the project typically includes detail and final design work and construction of a working prototype. Progress reports, a final report and a public seminar are required. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

EGR 499A - Architectural Design Studio I (ART 499A)
2.00 credits. Architectural Design studio course offered every Spring with rotating architectural case studies taught by full-time faculty and visiting Architects. Case studies are repeated no less than every two years so that students in Studio I and Studio II can participate in the same lectures. Independent student design work in Studio I and II is required to be documented in an electronic portfolio; and professional documentation, drawings, and oral defense of architectural designs are required. Register by Instructor. Spring semester.

EGR 499B - Architectural Design Studio II (ART 499B)
2.00 credits. Architectural Design studio course offered every Spring with rotating architectural case studies taught by full-time faculty and visiting Architects. Case studies are repeated no less than every two years so that students in Studio I and Studio II can participate in the same lectures. Independent student design work in Studio I and II is required to be documented in an electronic portfolio; and professional documentation, drawings, and oral defense of architectural designs are required. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Spring semester.

Physics Courses

PHY 101 - General Physics I
4.00 credits. A study of the principles of physics, including mechanics (motion, equilibrium, work, energy and momentum), fluids, heat and oscillatory motion. **Prerequisite(s):* Level II math placement or completion of Math

Core requirement. Students who have credit for PHY 201 may not enroll in this course for credit. **Corequisite(s):* PHY 101L and PHY 101D. Hours: lecture 3, discussion 1, laboratory 2. Fall semester.

PHY 102 - General Physics II
4.00 credits. Continuation of PHY 101. Topics include waves, sound, electricity and magnetism, geometric optics, and radioactivity. **Prerequisite(s):* PHY 101. Students who have credit for PHY 202 may not enroll in this course for credit. **Corequisite(s):* PHY 102L. Hours: lecture 3, discussion 1, laboratory 2. Spring semester.

PHY 105 - NPS How Things Work
4.00 credit. **(Natural and Physical Science Core Course)** Based on activities experienced in daily life, students will learn several physical concepts. By experiencing science at work students will become more comfortable with it and will understand the predictable nature of the universe and dispel the "magic" of science and technology. Students learn how various technologies work and will develop their physical intuition of the world. Topics may include: amusement park rides, bicycles, baseball, human movement, automobiles, clocks, musical instruments, audio amplifiers, radio, lasers, cameras, computers, copiers, power generation and distribution, and nuclear reactors. Course will include a laboratory component each week. **Corequisite(s):* PHY 105L. Hours: lecture 3, laboratory 1.5.

PHY 120 - Introductory Mathematics for Physics
4.00 credits. This course covers the applied mathematics needed to complete the calculus-based introductory physics sequence. Topics include functions, graphs, coordinate systems, series representations, trigonometry, vectors, matrices, systems of equations, differentiation, integration, and differential equations. Fall semester.

PHY 201 - College Physics I
4.00 credits. Calculus-based introduction to the basic concepts of mechanics, classical kinematics and dynamics (linear and rotational motion, work and energy, impulse and momentum), friction, statics, universal gravitation, and relativity. **Prerequisite(s):* MA 121. Students who have credit for PHY 101 may not enroll in this course for credit. **Corequisite(s):* PHY 201L. Hours: combined lecture/discussion 4, laboratory 2. Spring semester.

PHY 202 - College Physics II
4.00 credits. A continuation of PHY 201. Calculus-based introduction to the basic concepts of electricity and magnetism. Covering topics on fields, waves, potential, current, resistance, capacitance, inductance, direct current circuits, alternating current circuits, and quantum machanics. **Prerequisite(s):* PHY 201 and MA 121. Students who have credit for PHY 102 may not enroll in this course for credit. **Corequisite(s):* PHY 202L. Hours: combined lecture/discussion 4, laboratory 2. Fall semester.

PHY 203 - College Physics III
4.00 credits. Calculus-based introduction to oscillations, fluids, thermodynamics, and optics. The laboratory introduces numerical analysis and iterative solutions. **Prerequisite(s):* PHY 201 and MA 121. **Corequisite(s):* PHY 203L. Hours: combined lecture/discussion 4, laboratory 2. Offered as needed.

PHY 221 - Modern Physics
3.00 credits. An introduction to special relativity, general relativity and quantum mechanics. Topics include Lorentz transforms, boost matrix mechanics, Faraday tensor, Einstein's equations, relativistic cosmology and the Schwarzschild metric, dark energy and dark matter, Schrödinger's equation, reflection and transmission coefficients, the EPR paradox, and the Standard Model of particle physics. **Prerequisite(s):* PHY 201 and MA 121. Offered as needed.

PHY 312 - Electromagnetism (EGR 312)
3.00 credit. An intermediate course in electromagnetism including electro- and magnetostatics and dynamics, Maxwell's equations, macroscopic fields, electromagnetic waves and special relativity. **Prerequisite(s):* PHY 202 and MA 222. Spring semester.

PHY 361 - Applied Quantum Mechanics/Advanced Topics in Applied Physics
4.00 credits. Course offers an introduction to applied quantum mechanics, including a review of the origins of quantum mechanics, basic concepts and postulates, Schrodinger equation, simple one-dimensional potentials, potential wells, tunneling, Bloch theorem, harmonic oscillators, the hydrogen atom model, crystal structure, reciprocal lattice, Brillouin zone, band theory, effective mass, quantum statistics, Fermi level, thermal properties of crystals and phonons, basic charge transport, interaction with radiation, perturbation theory, and laser physics. The course is integrated by a weekly one-hour seminar, during which students will present a summary of their overview/research efforts on advanced topics. Offered as needed.

PHY 370-378 - Special Topics in Physics
3.00 credits. Topics in physics not covered in other courses. Register by Instructor. This course is repeatable for credit.

PHY 423 - General Relativity
3.00 credits. An introduction to calculus on manifolds, differential topology, exterior calculus, affine geometry, Riemannian geometry, special relativity and general relativity with applications to the Schwarzchild solution and relativistic cosmology. **Prerequisite(s):* MA 121. Offered as needed.

PHY 480-489 - Independent Study in Physics
3.00 credits. Study and experimentation in an area of interest to the student and faculty member. **Prerequisite(s):* Approval of Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

PHY 491 - Physics Research I
2.00 credits. An original experiment or theoretical investigation performed under the close supervision of a faculty member. A written thesis and a public seminar are required. Hours: laboratory 6. **Signature Learning Experience: Supervised Research.** Register by Instructor.

PHY 492 - Physics Research II
2.00 credits. An original experiment or theoretical investigation performed under the close supervision of a faculty member. A written thesis and a public seminar are required. Hours: laboratory 6. **Signature Learning Experience: Supervised Research.** Register by Instructor.

Department of English

Skillen (Chair), Adams, Dolson, Downing, Harman, Martin, Moore, Rohrkemper, Sarracino, Webster

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or on the High Library website.

The Department of English offers a course of study that stresses both the knowledge and effective use of language and an understanding and appreciation of literature. Excellence in both writing and literary studies is the fundamental aim of the core program and of the rigorous and comprehensive concentrations that prepare students for graduate training in English or professions such as law or library science, for professional writing careers in a variety of fields, or for teaching at the secondary level of education.

Majors Offered

The English Department offers an English major with concentrations in Literature, Professional Writing, and Secondary Education (7-12) certification in English.

Minors Offered

The Department of English offers a Literature minor and a Professional Writing minor. Each minor requires five courses (20 credits).

Teaching English as a Second or Other Language (TESOL) Certificate Program

The TESOL (Teaching English as a Second or Other Language) is an option for currently enrolled, degree-seeking students at Elizabethtown College who would like to learn how to teach English language classes. This program offers courses in second language acquisition and teaching and assessment methods. Students completing the program also participate in a supervised field experience to gain real-world training in an English language classroom. The undergraduate certificate must be earned concurrently with an undergraduate degree. Students completing all requirements of the TESOL Certificate program will receive notation on their Elizabethtown College transcript.

Honors in the Discipline

The Department of English participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

English (B.A.)

Student Learning Outcomes for English:

Students will be able to:

- Produce a variety of texts using creative, rhetorical, and analytical strategies.

- Communicate clearly, accurately and precisely in multiple modes.
- Identify appropriate primary and secondary research materials, apply them to support original arguments and correctly cite their sources.
- Explore and analyze the relationships among literature, language, culture, and history.
- Integrate and synthesize reading, writing and other communication skills in purposeful life work and professional settings.

English majors in all concentrations must complete the second semester at the introductory level of a modern language course at the 112 level or higher, or one course if the modern language placement is 200-level or higher. For ancient languages, the second course in a two-semester introductory sequence must be completed.

The English Literature concentration requires:

- EN 200 - Major British Writers
- EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800)
- EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)
- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern
- One English elective (185 or higher)
- Ancient or Modern Language course (112 or higher)
- EN 494 - Seminar in Literary Theory
- One additional 300- or 400- level literature course

One additional American literature course:

- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern
- EN 245 - HUM Growing Up in America
- EN 251 - HUM Multicultural Literature
- EN 311 - Genre Studies
- EN 313 - Drama
- EN 315 - Poetry
- EN 317 - Narrative
- EN 319 - Themes
- EN 440 - American Authors

One Writing course:

- EN 185 - Introduction to Professional Writing
- EN 280 - Creative Writing - Poetry, Prose
- EN 281 - CE Writing and Analyzing the Short Story
- EN 282 - Technical Writing
- EN 283 - Legal Writing
- EN 285 - Business and Public Relations Writing
- EN 286 - Creative Non-Fiction
- EN 287 - Writing Children's Literature
- EN 302 - The English Language
- EN 381 - Advanced Fiction Writing
- EN 385 - Writing and Editing for Publication

- CW 386 - Word, Web, and Design

one 300-level genre or themes course:

- EN 311 - Genre Studies
- EN 313 - Drama
- EN 315 - Poetry
- EN 317 - Narrative
- EN 319 - Themes

One authors seminar:

- EN 420 - British Authors (Pre-1800)
- EN 430 - British Authors (Post-1800)
- EN 440 - American Authors
- EN 450 - World Authors

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- EN 200 - Major British Writers
- Power of Language: Other Core course (4 credits)
- Mathematics or Natural and Physical Science Core course (4 credits)
- Core course (4 credits)
- Two Elective courses (8 credits)

Second Year Suggested Courses:

Two or Three of the following:

- EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800)
- EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)
- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern
- EN 245 - HUM Growing Up in America
- EN 251 - HUM Multicultural Literature

One or two of the following:

- EN 185 - Introduction to Professional Writing
- EN 280 - Creative Writing - Poetry, Prose
- EN 281 - CE Writing and Analyzing the Short Story
- EN 285 - Business and Public Relations Writing
- EN 286 - Creative Non-Fiction

- EN 288 - Young Adult Literature

- Two Elective/Second Major courses (8 credits)
- Mathematics Elective course (4 credits)
- Natural and Physical Science Elective course (4 credits)

Third Year Suggested Courses:

One of the following:

- EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800)
- EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)
- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern
- EN 245 - HUM Growing Up in America
- EN 251 - HUM Multicultural Literature

Or

- EN 494 - Seminar in Literary Theory

- One 300-level Genre or Themes course (4 credits)
- One Writing course (4 credits)
- One Authors Seminar course (4 credits)
- Core course (4 credits)
- Two Elective/Second major courses (8 credits)

Fourth Year Suggested Courses:

- EN 494 - Seminar in Literary Theory or another required English course
- Elective/Second major course (4 credits)
- One Authors or Genre and Themes course (4 credits)
- English Elective or Writing Elective course (EN 470-474 Internship recommended)

Note:

First year students in the English Literature concentration should take their initial English course at the 200 level in the spring semester. EN 200, EN 240, and EN 230 (Victorian) are good choices. Advanced first year students may take EN 220 or EN 230 (Romantic or Modern). English majors who are uncertain whether to declare the Literature or the Professional Writing concentrations are encouraged to take one of these 200-level literature classes along with EN 185 in the spring semester of their first year. If that does not work, one of the classes may be taken in the fall of the student's second year.

All English majors satisfy Core requirements for WCH and GWR with EN 220, 230, and/or 240, at least on of which is required for all English concentrations. They should not sign up for WCH and/or GWR classes in a department other than English.

With the exception of EN 185, no 100-level EN courses can be counted toward the English major, although EN 101, 104, and 180 satisfy Core requirements, and EN 180 can count toward a Creative Writing minor.

All English majors need to complete the second course at the introductory level in a modern language (112), or one course if the modern language placement is 200-level or higher. For ancient languages, the second course in a two-semester introductory sequence must be completed.

Two American courses are required EN 240 (which may be taken twice if the content is different), EN245, EN251, or EN440.

Two courses must be pre-1800 British Literature courses: EN 220, and either EN 420 or an appropriate 300-level literature course (EN 311-319).

The Signature Learning Experience requirement for Supervised Research is satisfied with EN 420-450 (Authors). The SLE Capstone requirement is satisfied with EN 494 (Seminar in Literary Theory). Both of these are requirements for the English Literature concentration.

EN 498 + EN 499 (4 credits total) may be substituted for one of the 300- or 400-level literature courses.

EN 480-89 (Independent Study, variable topics and credits) may be substituted where appropriate for English major requirements.

PW courses such as EN 185, EN 285, EN 302, EN 386, and EN 470-474 are recommended as career preparation for students in the Literature concentration. CW courses such as EN 280 and EN 286 enrich students' knowledge of literature and expand their writing skills. All these courses fulfill requirements for the Writing Elective and the English Elective in the Literature concentration.

The English Professional Writing concentration requires:

- EN 185 - Introduction to Professional Writing

- EN 200 - Major British Writers or
- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern

- EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800) or
- EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)

- Ancient or Modern Language course (112 or higher)
- CW 386 - Word, Web, and Design

Two writing in the workplace courses:

- EN 282 - Technical Writing
- EN 285 - Business and Public Relations Writing
- EN 385 - Writing and Editing for Publication

One creative genres course:

- EN 280 - Creative Writing - Poetry, Prose
- EN 281 - CE Writing and Analyzing the Short Story
- EN 286 - Creative Non-Fiction
- EN 287 - Writing Children's Literature

- EN 381 - Advanced Fiction Writing

One 300-level genre or themes course:

- EN 311 - Genre Studies
- EN 313 - Drama
- EN 315 - Poetry
- EN 317 - Narrative
- EN 319 - Themes

Capstone Course:

- CW 386 - Word, Web, and Design

One writing elective:

- EN 283 - Legal Writing
- EN 302 - The English Language
- EN 470-474 - Internship in English

One authors seminar:

- EN 420 - British Authors (Pre-1800)
- EN 430 - British Authors (Post-1800)
- EN 440 - American Authors
- EN 450 - World Authors

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- EN 185 - Introduction to Professional Writing

- EN 200 - Major British Writers **Or**
- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern

- Power of Language: Other Core course (4 credits)
- Mathematics Core course (4 credits)
- Two Elective courses (8 credits total)

Second Year Suggested Courses:

- EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800) **Or**
- EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)

Two of the following:

- EN 282 - Technical Writing
- EN 285 - Business and Public Relations Writing
- EN 385 - Writing and Editing for Publication

- One Creative Genres course (4 credits)
- Natural and Physical Science Core course (4 credits)
- Social Science Core course (4 credits)
- Two Elective courses (8 credits total)

Third Year Suggested Courses:

- One 300-level Genre or Themes course (4 credits)
- One Writing Elective course (4 credits)
- Natural and Physical Science Core course (4 credits)
- Creative Expression Core course (4 credits)
- Non-Western Cultural Heritage Core course (4 credits)
- Humanities Core course (4 credits)
- Two Elective courses (8 credits total)

Fourth Year Suggested Courses:

- CW 386 - Word, Web, and Design
- One Authors Seminar course (4 credits)
- Six Elective courses (24 credits total)

Note:

A third course from the Writing in the Workplace category or the Publishing category will fulfill the writing elective.

One course must be a pre-1800 British Literature course: EN 220, EN 420, or an appropriate 300-level literature course.

EN 104, EN 101, and EN 180 cannot be counted toward the English major, although each does satisfy a requirement for core, and EN 180 can count toward a Creative Writing minor.

English Secondary Education (B.A.)

Student Learning Outcomes for English Secondary Education:

Students will be able to:

- Appropriately apply a variety of rhetorical strategies in the creation of texts.
- Appropriately apply a variety of interpretive strategies in the analysis of texts.
- Find appropriate primary and secondary research materials, adequately apply them in writing to support their own arguments, correctly and consistently cite their sources.
- Analyze the relationships among literature, language, and culture from the perspective of a critic.
- Empathize with those that they perceive in some way as different from themselves.
- Work independently to plan and complete advanced projects with little or no intervention from a professor.
- Develop a broad range of pedagogical skills in planning lessons for the middle and/or high school English language arts classroom.
- Apply appropriate methods in delivering lessons in a middle and/or high school English language arts classroom.
- Demonstrate, through extensive professional practice in early and late field experiences, the ability to utilize advanced content knowledge of English literature, composition, and language systems while planning and delivering lessons in middle and/or high school classroom.

English majors in all concentrations must complete the second semester at the introductory level of a modern language course at the 112 level or higher, or one course if the modern language placement is 200-level or higher. For ancient languages, the second course in a two-semester introductory sequence must be completed.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

The English Secondary Education concentration (English Education) requires:

- EN 200 - Major British Writers

- EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800) or
- EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)

- Two courses from the EN 240 series
- EN 251 - HUM Multicultural Literature
- EN 301 - English Grammar and Linguistics
- EN 302 - The English Language
- EN 306 - Methods Seminar in Teaching Language and Composition
- EN 420 - British Authors (Pre-1800)

One 300-level genre or themes course:

- EN 311 - Genre Studies
- EN 313 - Drama
- EN 315 - Poetry
- EN 317 - Narrative
- EN 319 - Themes
  OR
- Additional 400-level authors seminar

One middle-digit 8 writing course:

- EN 180 - CE Introduction to Creative Writing
- EN 185 - Introduction to Professional Writing
- EN 280 - Creative Writing - Poetry, Prose
- EN 281 - CE Writing and Analyzing the Short Story
- EN 282 - Technical Writing
- EN 283 - Legal Writing
- EN 285 - Business and Public Relations Writing
- EN 286 - Creative Non-Fiction
- EN 287 - Writing Children's Literature
- EN 288 - Young Adult Literature
- EN 381 - Advanced Fiction Writing
- EN 385 - Writing and Editing for Publication
- CW 386 - Word, Web, and Design

Education Courses:

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development

- ED 161 - Integrated Technology I
- SED 222 - Foundations of Inclusive Education (MSE 522)
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- EN 200 - Major British Writers
- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- Power of Language: Other Core course (4 credits)
- Mathematics PDE requirement (MA 205 or equivalent)

Second Year Suggested Courses:

- EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800) **Or**
- EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)

- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern
- EN 251 - HUM Multicultural Literature
- Natural and Physical Science Core course (4 credits)
- Social Science Core course (4 credits)
- Mathematics Core course (MA 251 suggested)
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

Third Year Suggested Courses:

- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern
- EN 301 - English Grammar and Linguistics
- EN 302 - The English Language
- EN 306 - Methods Seminar in Teaching Language and Composition
- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- Natural and Physical Science Core course (4 credits)

- Non-Western Cultural Heritage Core course (4 credits)

Fourth Year Suggested Courses:

- EN 420 - British Authors (Pre-1800)
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- Creative Expression Core course (4 credits)
- Two Elective courses (8 credits)

Note:

It is strongly recommended that courses be chosen to fulfill both core and major requirements. Please see the Education Department Handbook for the formal acceptance guidelines of the department.

Academic Minors

English Literature Minor

The English Literature minor requires:

- One 300-level genre or themes elective
- One 400-level authors elective
- One literature or writing elective, 185 or higher

Two courses from:

- EN 200 - Major British Writers
- EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800)
- EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)
- EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern

Note:

One 300-level or 400-level course must be a pre-1800 course.

English Professional Writing Minor

The English Professional Writing minor requires:

- EN 185 - Introduction to Professional Writing
- Two 200- or 300-level writing electives (middle digit 8)
- One 200-level British or American literature elective
- One 300- or 400-level literature elective

Certificate

TESOL (Teaching English as a Second or Other Language)

The TESOL (Teaching English as a Second or Other Language) Program is an option for currently enrolled, degree-seeking students at Elizabethtown College who would like to learn how to teach English language classes. This program offers courses in second language acquisition and teaching and assessment methods.
Students completing the program also participate in a supervised field experience to gain real-world training in an English language classroom. The undergraduate certificate must be earned concurrently with an undergraduate degree. Students completing all requirements of the TESOL Certificate program will receive notation on their Elizabethtown College transcript.

Student Learning Outcomes for Teaching English as a Second or Other Language (TESOL):

Students will be able to:

- Demonstrate understanding of research based practices and strategies related to planning, implementing and managing English as a Second Language (ESL) instruction.
- Identify principles of needs assessment apply these principles in delivering quality English language instruction.
- Design English language instruction adapted to the learner's age, proficiency level, linguistic background, communication and academic needs, native language and literacy development.
- Select appropriate teaching resources including computer technology resources to meet learners' needs.
- Contextualize critical and theoretical knowledge from field experiences and internships.

An undergraduate certificate must be earned concurrently with an undergraduate degree. For program information and requirements, please contact Dr. Matt Skillen or Dr. Carroll Tyminski.

Students seeking the TESOL certificate will complete the following courses and experiences:

- EN 201 - TESOL Second Language Acquisition & Cross-cultural Perspectives
- EN 301 - English Grammar and Linguistics
- EN 307 - TESOL Methods and Assessment
- EN 475 - TESOL Internship and Seminar

English Courses

EN 100 - PLE Writing and Language
4.00 credits. **(Power of Language Core Course)** A writing course focusing on writing as a process of discovery concerning ideas, drafting, revising and editing. Students read, write and speak about a variety of aspects of the power of language. *Note: Students assigned to EN 100 may not enroll in EN 150, and those placed in EN 150 may not enroll in EN 100.

EN 101 - CE Literature: Form and Performance
4.00 credits. **(Creative Expression Core Course)** An examination of various forms of literature with the purpose of understanding both how they produce distinct aesthetic experiences and how to use these forms creatively. Individual sections might focus on poetry, drama, Shakespeare, short story, film, and the novel, or some combination of these. This course does not count toward the English major or minor. This course is repeatable for credit.

EN 102 - WCH Western Literary Culture
4.00 credits. **(Western Cultural Heritage Core Course)** An exploration of Western culture via literary forms such as film, prose, and poetry, this course places cultural understandings in context and relates the past to the present. Since the course may vary in content, it may be repeated for credit, provided the content is not duplicated. This course does not count toward the English major or minor.

EN 103 - NCH Literary Culture of the East
4.00 credits. **(Non-Western Cultural Heritage Core Course)** An exploration of non-Western culture via literary forms such as film, prose, and poetry, this course places cultural understandings in context and relates the past to the present. Since the course may vary in content, it may be repeated for credit, provided the content is not duplicated. This course does not count toward the English major or minor.

EN 104 - HUM Introduction to Literature
4.00 credits. **(Humanities Core Course)** An introduction to a specific literary genre or combination of genres (drama, fiction, or poetry) that emphasizes the nature of language and form and helps students make moral and aesthetic judgments. This course also may include a thematic focus. *Since the course may vary in focus, it may be repeated for credit, provided the content is not duplicated. This course does not count toward the English major or minor.

EN 150 - PLE Advanced Writing and Language
4.00 credits. **(Power of Language Core Course)** A writing course designed to explore the writing process and the history of the English language, its past and present uses and powers. Students write, read and speak about a variety of aspects of the history and power of language. *Note: Students assigned to EN 100 may not enroll in EN 150, and those placed in EN 150 may not enroll in EN 100.

EN 180 - CE Introduction to Creative Writing
4.00 credits. **(Creative Expression Core Course)** This course encourages students' creative self-expression and develops their understanding and appreciation of the three principal genres of fiction, drama, and poetry. This course does not count toward the English major or minor.

EN 185 - Introduction to Professional Writing
4.00 credits. The varieties of discourse and research in professional writing, including instruction in basic journalism, feature writing, technical writing, and document design. **Prerequisite(s):* Power of Language - English requirement.

EN 200 - Major British Writers
4.00 credits. A survey course designed to introduce majors to British poetry and prose of three or more literary periods. Students will develop the broad and close reading skills essential to the discipline by considering the structures, literary devices, and biographical and historical contexts of primary works. Spring semester. *Students in the literature and English Education concentrations should take this course as soon as possible after declaring an English major.

EN 201 - TESOL Second Language Acquisition & Cross-cultural Perspectives
2.00 credits. This course explores the basic foundations of second language acquisition in children and adolescents. Students will explore best practices in developing optimal settings for English foreign language or second language instruction and the complexity of the notion of "culture" as it corresponds with language. Students will practice applying intercultural communication principles to communicate with English language learners and their communities. Enrolled students will also work collaboratively to design classroom activities that aid in the development of a safe, friendly, and positive learning environment for all learners.

EN 220 - WCH British Literature: Medieval, Renaissance, or 18th Century (Pre-1800)
4.00 credits. **(Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** A study of the literature and culture of Britain before 1800, with emphasis on the ways the poetry, prose, and drama convey the world views, gender roles, and politics of this important era. Each section of the course focuses on works from a different period: 1) Medieval Literature--Romance and War; 2) The Renaissance Woman—and Man; and 3) 18th Century Wit and Wisdom. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.

EN 230 - WCH British Literature: Romantic, Victorian, or Modern (Post-1800)
4.00 credits. **(Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** An examination of the prose, poetry, and drama of Britain and the Commonwealth after 1800, with attention to literary forms, the visual arts, biography, politics, class, and gender. Each section of the course covers works from a different period: 1) Romanticism—Nature and Revolution; 2) Victorian Literature--Gender, Ambition, Transgression; and 3) Modern Literature and the World Wars. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.

EN 240 - WCH American Literature: Revolution to Civil War, Realist, or Modern
4.00 credits. **(Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** A study of the literature and culture of America from the beginnings to modern times. Each section of the course covers works from a different period: 1) Revolution to Civil War; 2) Realism--Gender, Race, and Money; and 3) Modernism--The World Turned Upside Down. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.

EN 245 - HUM Growing Up in America
4.00 credits. **(Humanities Core Course) *A Guided Writing and Research Course.** Through a careful reading of important American novels and biographies such as Tom Sawyer, Little Women, and Goodbye, Columbus, students will better understand the distinct experiences that comprise growing up in America. The particularities of American families, places, and cultures and the universality of shared problems, crises, challenges and joys will be explored.

EN 251 - HUM Multicultural Literature
4.00 credits. **(Humanities Core Course) *A Guided Writing and Research Course.** This course will examine cross-cultural experiences as reflected in contemporary American and world literature. Sample authors: Louise Erdrich, Toni Morrison, Ha Jin, Chimamanda Ngozi Adichie.

EN 280 - Creative Writing - Poetry, Prose
4.00 credits. The writing of original poetry or prose. Graded Pass/No Pass. Register by Instructor.

EN 281 - CE Writing and Analyzing the Short Story
4.00 credits. **(Creative Expression Core Course) *A Guided Writing and Research Course.** Students will analyze classic short stories using the language and concepts of literary criticism through, discussion, oral presentation, and a major research paper. Emulating classic literary models, they will write original short stories,

revising according to detailed critiques by their peers and the instructor. **Prerequisite(s):* Power of Language requirement.

EN 282 - Technical Writing
4.00 credits. A course emphasizing clarity and precision in writing and including instruction in oral and graphic presentation of technical and scientific information. *Professional Writing majors must have completed EN 185. **Signature Learning Experience***: **Community Based Learning**. Register by Instructor. Fall semester.

EN 283 - Legal Writing
4.00 credits. A survey of the types of writing common in government, politics and law. Students practice basic legal analysis, statistical analysis, persuasion and more advanced forms of legal writing, such as the appellate brief. *Professional Writing majors must have completed EN 185. Register by Instructor. Alternate fall semesters.

EN 285 - Business and Public Relations Writing
4.00 credits. This course is designed to strengthen each student's competence and confidence in business communication. Students will focus on the most common writing tasks in business and public relations, including instruction and practice in writing and laying-out display ads, news releases, brochures, newsletters, in-house proposals and business plans. *Professional Writing majors must have completed EN 185. Register by Instructor. Spring semester.

EN 286 - Creative Non-Fiction
4.00 credits. A readings and workshop course in literary nonfiction, this course acquaints students with the research and writing techniques used by writers of nonfiction and with the history of the genre. Students select their own writing projects from a variety of genres. *Professional Writing majors must have completed EN 185. Register by Instructor. Alternate years.

EN 287 - Writing Children's Literature
4.00 credits. An introductory survey of children's literature primarily from 19th and 20th century British and American authors. Students write fiction and nonfiction for a variety of current target markets in children's literature, such as picture books, early readers, chapter books, and middle-grade to young-adult level books. *Professional Writing majors must have completed EN 185. Register by Instructor. Alternate spring semesters.

EN 288 - Young Adult Literature
4.00 credits. A study of the development and current popular status of literature for young adults, with an emphasis on themes of radicalism, trauma, and identity, among others. The course will examine modern forms represented in young adult literature, including fantasy, the realistic novel, science fiction, and the graphic novel. We will examine and create works relevant to the current YA market. **Prerequisite(s):* EN 100 or EN 150. Spring semesters.

EN 301 - English Grammar and Linguistics
2.00 A study of the four major approaches (i.e. prescriptive, descriptive, generative, and contextual) English grammar and English linguistics. This course includes a retrospective study of how the system of the English language was established and how the system has changed over time. Enrollees will extend their own knowledge of English grammar and linguistics and apply these concepts to their work in their selected fields of study. This course is intended for future English teachers; however, the course is open to all students. **Prerequisite(s):* EN 100. Alternate spring semesters.

EN 302 - The English Language
4.00 credits. This course considers the transformation of the English language from its formation in Anglo-Saxon England through modern times. Using cultural, political, historical, literary, and linguistic analyses, students will

follow changes in vocabulary and syntax from Beowulf through Shakespeare and on to the many varieties of English spoken around the globe today. Alternate years.

EN 306 - Methods Seminar in Teaching Language and Composition
4.00 credits. The teaching of English grammar and usage with reference to teaching composition at the secondary school level and practical application of various methodologies through teaching internships in the classroom and/or the Learning Center. *Must be completed prior to the professional semester.

EN 307 - TESOL Methods and Assessment
4.00 credits. This course will cover fundamental principles and theories of language instruction and acquisition to prepare students to work with English language learners in many contexts. Through a variety of exploratory activities, accompanied by an extensive reading and discussion of the research and practices related to language instruction, students will form a strong foundation to build a communicative teaching practice while learning how assessment can inform language instruction. The course provides opportunities for peer-teaching, TESOL class observation, and tutoring or teaching English to non-native speakers. **Prerequisite(s):* Modern or Ancient Languages 112 or higher, EN 201, and EN 301.

EN 311 - Genre Studies
4.00 credits. Focus on a distinctive genre or form, such as Autobiography, Travel Writing, or Narrative Cinema. Students may be asked to do their own writing in this genre. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.

EN 313 - Drama
4.00 credits. An examination of a historical period or important theme in British, American, or world drama with an emphasis on the relationship between text and performance, page and stage. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.

EN 315 - Poetry
4.00 credits. A study of particular poetic genres and forms and leading practitioners. The cover may cover the Metaphysical poetry of Donne and Herbert, the eighteenth-century lyric, or modern poetry by Frost, Hall, Olds, Kinnell, Collins, and Kooser. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.

EN 317 - Narrative
4.00 credits. A study of narrative as a genre, with attention to both fictional and non-fictional examples. The course may cover Gothic fiction, anti-slavery narratives, or utopian and dystopian novels. Both literary and theoretical texts are assigned. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.

EN 319 - Themes
4.00 credits. This course examines selected literary themes and traditions and utilizes a variety of critical perspectives. Recent topics include Irish literature and Magical Realism. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated.

EN 370-378 - Special Topics in English
4.00 credits. Courses involving specific subjects chosen in response to student and faculty interest. This course is repeatable for credit.

EN 381 - Advanced Fiction Writing
4.00 credits. Advanced Fiction Writing will be a workshop-based class in which we discuss our own stories, and analyze 8-10 contemporary fictions. We'll each have an opportunity to build two fiction selections (1-2 full short stories or a portion of a novel-in-progress) for a final portfolio. This class will focus on building sophisticated techniques for both writing one's own fiction and discussing fiction from a "lab-based" perspective. **Prerequisite(s):* EN 100, EN 180, or EN 281.

EN 385 - Writing and Editing for Publication
4.00 credits. Advanced study of writing nonfiction articles, copy editing and strategies for getting manuscripts published. *Professional Writing majors must have completed EN 185 and either EN 282 or EN 285. Register by Instructor. Alternate fall semesters.

EN 420 - British Authors (Pre-1800)
4.00 credits. A seminar focused on the writings of one or more British authors active before 1800, such as Chaucer, Shakespeare, Milton, Donne and Herrick, Pope and Swift, or Thomson and Cowper. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated. **Signature Learning Experience: Supervised Research.**

EN 430 - British Authors (Post-1800)
4.00 credits. A seminar focused on the writings of one or more British authors active after 1800, such as Wordsworth and Coleridge, Byron and Shelley, Austen (book and film), or the Brontes. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated. **Signature Learning Experience: Supervised Research.**

EN 440 - American Authors
4.00 credits. A seminar focused on the writings of one or more American authors, such as Whitman, Twain, Donald Hall, Sharon Olds, or Toni Morrison and August Wilson. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated. **Signature Learning Experience: Supervised Research.**

EN 450 - World Authors
4.00 credits. A seminar focused on the writings of one or more Continental or non-Western authors, such as Dante, Tolstoy, Joyce, Beckett, Fugard, and Murakami. *Since the course may vary in focus, it may be taken twice for credit, provided the content is not duplicated. **Signature Learning Experience: Supervised Research.**

EN 470-474 - Internship in English
Variable (2.00 to 4.00) credits. Internships provide students with practical workplace experience at a newspaper office, magazine publisher, public relations firm, or other venue for professional writing. A maximum of twelve credit hours from English 470-474 may count as English electives. Additional credits count as free electives. Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

EN 475 - TESOL Internship and Seminar
2.00 credits. This course is a culminating experience for those seeking the Elizabethtown College Teaching English as a Second or Other Language Certificate. The course has both a field intership requirement and a classroom seminar requirement It is important to note that ,a s designed, the field internship is the critically important aspect of the course taht will drive the content and discussion of the seminar component. Designing the course in this way contextualizes the fresh and transformational experiences the students have collected during their internships in a supportive and deeply informed environment. **Prerequisite(s):* EN 307.

EN 480-489 - Independent Study in English
Variable credit. Individual students are provided the opportunity to pursue work in an area of major interest under the guidance of a member of the Department of English. **Prerequisite(s):* Approval of Department Chair and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

EN 493 - Seminar in Rhetorical Theory
4.00 credits. A seminar for majors in the Professional Writing concentration focusing on reviewing classical and contemporary rhetoric, and preparing a professional writing portfolio. **Prerequisite(s):* Professional Writing concentration, EN 185, and one 200-level professional writing course. **Signature Learning Experience: Developmental Portfolio.** Fall semester.

EN 494 - Seminar in Literary Theory
4.00 credits. A seminar on literary theories and their applications to fiction. The paired writers may include Foucault and Orwell, Bakhtin and Achebe, and Butler and Woolf. **Prerequisite(s):* Literature concentration, and junior or senior status, or permission of the instructor. **Signature Learning Experience: Developmental Portfolio.** Alternate fall semesters.

EN 498 - Directed Senior Research I
2.00 credits. English majors of superior ability are allowed to explore a topic of their choosing and to produce a major work of 40 to 60 pages. **Prerequisite(s):* Senior standing, a grade point average of 3.60 or higher in the major and overall, and permission of the Department. Two credits are awarded each semester of the senior year. See the Department Chair or Head of the English Directed Senior Research Program for more information. **Signature Learning Experience: Supervised Research.** Register by Instructor.

EN 499 - Directed Senior Research Project II
2.00 credits. English majors of superior ability are allowed to explore a topic of their choosing and to produce a major work of 40 to 60 pages. **Prerequisite(s):* Senior standing, a grade point average of 3.60 or higher in the major and overall, and permission of the Department. Two credits are awarded each semester of the senior year. See the Department Chair or Head of the English Directed Senior Research Program for more information. **Signature Learning Experience: Supervised Research.** Register by Instructor.

Honors English Courses

HEN 105 - HNR HUM Introduction to Literature: Utopian and Dystopian Literature
4.00 credits. **Humanities Core Course – Honors)** An introduction to narratives about utopian (ideal) and dystopian (horrific) societies. The reading includes religious descriptions of paradise, fictional and nonfictional utopian experiments in the New World (El Dorado, Fruitlands, Walden, Herland), and dark accounts of societies gone very wrong (1984, The Handmaid's Tale). Important questions include what makes a good society and whether gender, race/ethnicity, and class shape utopian visions and dystopian fears. This course does not count toward the English major/minor.

HEN 252 - HNR HUM Irony, Humor, and Despair in Modern Literature
4.00 credits. **(Humanities Core Course - Honors) *A Guided Writing and Research Course.** An exploration of the relationship among several quintessential modern writers and an investigation of their use of humor and irony to stave off despair and affirm at least the value of artistic creation and the need for each of us to assert meaning in life. Honors students only.

HEN 253 - HNR WCH Gaelic and Anglo-Irish Ireland
4.00 credits. **(Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** A study of the intersection between the Gaelic and Anglo-Irish linguistic, cultural and literary traditions of Ireland. Besides exploring the past and present state of Gaelic language and culture, the class will focus on the impact of the older Gaelic heritage on English-language classics by writers such as Swift, Joyce, Yeats, Beckett and Heaney. Honors students only.

Latin Courses

LAT 111 - PLO Elementary Latin 1
4.00 credits. **(Power of Language Core Course)** This class is designed to introduce students to the Latin language and the cultural/ historical contexts in which the language was used. Through a study of the history, philosophy, religion, literature of ancient Rome and Greece, students will learn to make culturally informed translations of Latin into English. Acquisition of Latin vocabulary and grammatical concepts will enhance English vocabulary and grammar. Class sessions will include introductions to and discussions of grammatical concepts, reading practice, review of homework assignments, and discussion of cultural nuances. Because the course is designed to develop an ability to read Latin, quizzes and exams will emphasize translation from Latin into English. Some homework exercises will also ask students to translate English into Latin. Fall semester.

LAT 112 - PLO Elementary Latin 2
4.00 credits. **(Power of Language Core Course)** This class is designed for students to continue their study of the Latin language and the history, philosophy, religion, literature, and sentiments expressed by it. Students will build on the knowledge learned in Latin 1 by exploring more advanced concepts in the structure and grammar of the language. Additionally, this course will provide students with an understanding of Roman history and culture in order to further their ability to make informed translations of Latin into English. Class sessions will include discussion of new grammatical concepts, reading practice, review of homework assignments, and discussion of cultural nuances. Because the course is designed to develop the ability to read Latin, quizzes and exams will emphasize translation from Latin into English. Some homework exercises, however, will ask students to translate English into Latin. **Prerequisite(s):* LAT 111 or two years of high school Latin courses. Spring semester.

LAT 211 - PLO Intermediate Latin I
4.00 credits. **Power Language Core Course**) Builds on grammar and vocabulary knowledge through translating primary texts by Latin authors. Extends education in history, religion, and culture through translation of authentic texts and study of the various time periods in which they were written. Reflection on cultural relevance of Greek mythology in the Roman and modern worlds. Class sessions will include review of grammatical concepts, reading practice, review of homework assignments, and discussion of cultural nuances in a Socratic seminar setting. **Prerequisite(s):* LAT 112 or placement by interview with instructor.

Department of Fine and Performing Arts

Haines (Chair), Arnold, Badgerow, Behrens, Bomberger, Friedly, M. Fritz, Gross, P. Ricci, Shorner-Johnson, Spence, Swanson, Wolf-Spencer

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The Department of Fine and Performing Arts prepares students to be engaged, life-long participants in the arts as a vocation or an avocation. Each discipline balances breadth of aesthetic knowledge with depth of professional preparation. The Department encourages students to use their knowledge and skills to benefit others.

The Department of Fine and Performing Arts includes programs in Fine Arts, Music, and Theatre. In addition to courses in each of these areas, it offers courses in Dance and has a **Preparatory Music Division** that offers instruction to pre-college students, adults, and college students who desire to take instruction without credit. Instruction is available from the Department's faculty and other qualified teachers. Interested persons should contact Prof. Grant Moore, Director of the Preparatory Division.

The Department offers three majors that lead to degrees in music: the Bachelor of Music in Music Education (PK-12), Bachelor of Music in Music Therapy, and Bachelor of Arts in Music. A minor is offered in Music.

The Fine Arts Major leads to a Bachelor of Arts in Studio Art, Art History, or PK-12 Art Education Certification. The Fine Arts minor is offered in Studio Art and History of Art, the Department participates in the interdisciplinary Graphic Design Minor and the Architectural Studies Minor.

Also offered are a Bachelor of Arts in Theatre and a minor in Theatre, and Theatre Endorsement Program.

Honors in the Discipline

The Department of Fine and Performing Arts participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Fine Arts Program

The Fine Arts program prepares students for careers as professional artists, art educators, and art historians. The curriculum fosters the development of the individual's creative potential in a range of media and introduces students to the variety of world art throughout history. Annual exhibitions on campus, the opportunity to study abroad, and internships at galleries and museums expand students' experience of the contemporary art scene. Art Education majors share their knowledge of the visual arts through teaching and fulfill the college mission "Educate for Service."

Fine Arts Majors

The Fine and Performing Arts Department offers a Fine Arts Major with tracks in Studio Art, Art History or PK-12 Art Education Certification, and a major in Graphic Design. Students who want to become professional artists should follow the Studio Arts track. Students interested in working in museums and galleries or pursuing graduate study in art history should follow the Art History track. Students interested in pursuing education certification should follow the Art Education track. The Graphic Design major prepares students for careers in the field of graphic design.

Fine Arts Minors

The Fine and Performing Arts Department offers minor tracks in Studio Art and Art History. The Department also participates in the interdisciplinary Graphic Design Minor and the Architectural Studies Minor.

Music Programs

The music unit prepares students to engage meaningfully and successfully in a music-filled world. The Bachelor of Arts degree in music offers the flexibility to design an individualized emphasis, while Bachelor of Music degrees in music education and music therapy reflect our support of the College's motto of "Educate for Service." Music major curricula stress development of the knowledge, skills, and experience for students to become well-equipped professionals. Music majors are chosen through an audition/interview process in which their performance and listening skills as well as their aptitudes for their prospective majors are evaluated. Curricular and co-curricular opportunities are provided for students to study and experience music at all levels.

Elizabethtown College is an accredited institutional member of the National Association of Schools of Music.

The Department has adopted requirements for upper-level standing for Music majors. A copy of these requirements is available in the Department office.

Music Majors

The Department offers a Bachelor of Music in Music Education, Bachelor of Music in Music Therapy, and Bachelor of Arts in Music.

Music Minor

The Music provides students with opportunities to acquire and develop skills in music theory, music performance, music history, and literature. **A student electing to minor in Music must consult with the Department Chair, who assigns a music faculty member to assess the student's readiness for admission to the program.**

Special Notes Regarding Applied Music Lessons and Ensembles

Students who register for applied music for credit must meet minimum standards established by the Department and should contact the Department office for a list of standards for each applied area. Students who have not attained the level necessary for credit may study through the Preparatory Division. Students in applied music advance as rapidly as their abilities permit. They must study technical exercises and literature from various musical periods and styles.

Students may register with or without credit for the established music ensembles and for other ensembles organized under faculty supervision; ensemble registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty Directors.

Applied music lessons and certain music ensembles may be counted for the Creative Expression requirement of the Core Program if taken as letter-graded for four semesters. An additional fee is charged for applied music lessons. Fees are printed on the master course schedule.

Special Notes Regarding Transfer Credit for Aural Skills and Functional Keyboard Skills

The Department of Fine and Performing Arts reserves the right to administer a diagnostic exam to verify a student's skill level PRIOR to awarding academic transfer credit for Aural Skills and Functional Keyboard Skills. This policy was established to ensure academic success at the appropriate level. ALL students accepted into a music program should contact the Fine and Performing Arts Department for more information on assessment of transfer credits.

Theatre Program

Theatre Major

The Department offers a Bachelor of Arts in Theatre. The Theatre curriculum is based on a liberal arts foundation, requiring a series of Theatre Core courses followed by a concentration in either Performance or Theatre Technology. Students have multiple opportunities to enhance classroom training with practical experiences.

Theatre Minor

The Department also offers a minor in Theatre, with either a Performance track or a Technical track.

Theatre Endorsement Program

The Department offers a Theatre Endorsement Program, which is currently open to currently enrolled-degree seeking education majors. The Pennsylvania Department of Education, PDE, defines an endorsement as a certificate program documenting areas of education where formal certification does not currently exist. Students participating in this program will have the opportunity to assist in production, direction, and administrative tasks associated with theatre.

As advocates of the arts the education and theatre department envision the addition of this 12-credit theatre endorsement as an excellent means to enhance the quality of theatre instruction in PK-12 schools. **Please note: students seeking a theatre major or minor are not eligible to participate in the theatre endorsement program.**

Special Note Regarding Performance and Production Practicums

Students may register with or without credit for the established theatre practicums organized under faculty supervision; registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty directors.

Bachelor Degree Majors

Fine Arts (B.A.)

Student Learning Outcomes for Fine Arts:

Students will be able to:

- Create original works of visual art that demonstrate knowledge of the techniques of two-dimensional and three-dimensional media.
- Write a personal Artist's Statement that describes current artistic direction and practice.

- Prepare and install works of art for a professional-level exhibition.
- Discuss concepts employed in the creation, analysis, and evaluation of visual art and articulate informed aesthetic judgments about works of visual art.
- Research and write about the major art movements in Europe and the United States and the artistic traditions of non-Western cultures in historical context.
- Demonstrate knowledge of the contemporary art world.
- Discuss the ways in which visual art conveys information, expresses experiences, and affirms personal and social values.

The Fine Arts program offers three major concentrations: Studio Art, Art History, and K-12 Art Education Certification. To prepare for careers working in museums and galleries, or to pursue graduate study in the history of art, students should major in Art History. Students who want to obtain certification as art teachers on the elementary or secondary levels should major in Art Education.

For the Fine Arts: Studio track, students must take the following ten foundational courses:

- ART 105 - CE Drawing I
- ART 106 - CE Ceramics I
- ART 120 - CE Sculpture I

- ART 207 - Introduction to Graphic Design or
- ART 251 - Printmaking I

- ART 155 - WCH Introduction to the History of Art I
- ART 157 - WCH Introduction to the History of Art II
- ART 205 - Painting I
- ART 210 - Drawing II
- ART 490 - Senior Seminar
- ART 491 - Senior Exhibition

In addition, students must take one 200-300 level studio elective course:

- ART 204 - CE Fundamentals of Color and Design
- ART 206 - Ceramics II
- ART 209 - Typography and Text Design
- ART 305 - Painting II
- ART 320 - Sculpture II
- ART 352 - Printmaking II

One 200-300 level art history elective course:

- ART 230 - American Art
- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
- ART 250 - Neoclassicism and Romanticism

- ART 260 - Modernism
- ART 270 - Art of Africa, Asia, & Americas
- ART 280 - NCH World Architecture
- ART 360 - Italian Renaissance (HI 360)

One 400-level studio elective course:

- ART 401 - Advanced Studies in Ceramics
- ART 402 - Advanced Studies in Drawing
- ART 403 - Advanced Studies in Painting
- ART 404 - Advanced Studies in Printmaking
- ART 405 - Advanced Studies in Sculpture
- ART 406 - Advanced Digital Arts
- ART 470-474 - Internship in Fine Arts

For the Fine Arts: Art History track, students must take the following nine foundational courses:

- ART 105 - CE Drawing I
- ART 106 - CE Ceramics I
- ART 120 - CE Sculpture I

- ART 207 - Introduction to Graphic Design or
- ART 251 - Printmaking I

- ART 155 - WCH Introduction to the History of Art I
- ART 157 - WCH Introduction to the History of Art II
- ART 205 - Painting I
- ART 490 - Senior Seminar
- ART 491 - Senior Exhibition

In addition, students must take three 200-400 level art history elective courses:

- ART 230 - American Art
- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
- ART 250 - Neoclassicism and Romanticism
- ART 260 - Modernism
- ART 270 - Art of Africa, Asia, & Americas
- ART 280 - NCH World Architecture
- ART 360 - Italian Renaissance (HI 360)
- ART 470-474 - Internship in Fine Arts

One 200-400 level studio elective course:

- ART 206 - Ceramics II
- ART 210 - Drawing II
- ART 251 - Printmaking I (if not already taken as a foundational course)

- ART 305 - Painting II
- ART 320 - Sculpture II
- ART 352 - Printmaking II
- ART 406 - Advanced Digital Arts

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ART 105 - CE Drawing I **Or**
- ART 106 - CE Ceramics I
  Or
- ART 120 - CE Sculpture I

- ART 155 - WCH Introduction to the History of Art I
- ART 157 - WCH Introduction to the History of Art II
- Core course (4 credits)

Second Year Suggested Courses:

- ART 204 - CE Fundamentals of Color and Design **Or**
- ART 205 - Painting I

- ART 206 - Ceramics II **Or**
- ART 305 - Painting II

- ART 210 - Drawing II

- ART 280 - NCH World Architecture **Or** 200/300- Level Art History Elective course (4 credits)

- ART 320 - Sculpture II **Or** 200/300- Level Art History Elective course (4 credits)

- Two Core courses (8 credits total)

Third Year Suggested Courses:

- ART 207 - Introduction to Graphic Design **Or** 200/300- Level Studio Art Elective course (4 credits)

- ART 251 - Printmaking I
- ART 470-474 - Internship in Fine Arts
- 200/300- Level Art History Elective course (4 credits)
- 200/300- Level Art History or Studio Art Elective course (4 credits)

- Two Elective courses (8 credits)
- Core course (4 credits)

Fourth Year Suggested Courses:

- ART 490 - Senior Seminar
- ART 491 - Senior Exhibition
- ART 470-474 - Internship in Fine Arts
- Four Studio Art Elective courses (16 credits)
- Two Elective courses (8 credits)

Fine Arts Education (B.A.)

Admission to the Fine Arts Education program is dependent upon meeting the general requirements for admission to the undergraduate program of the Department of Education. Please refer to the course catalog for the admission requirements for the undergraduate program of the Department of Education. Upon completion of this degree program, students are eligible to obtain the Pennsylvania Teaching Certification in Art PK-12.

Several Studio Art and Art History courses are double-counted to fulfill both Core and Art Education major requirements. Formal Acceptance must be met as a prerequisite to all ED 300 courses and ART 310 and ART 315.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

For the Fine Arts: Art Education track:

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- SED 222 - Foundations of Inclusive Education (MSE 522)
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- Two English courses for Education certification, one literature and one writing (EN 100 or EN 150)
- Two Math courses for Education certification

Students must complete 10 foundational art courses:

- ART 105 - CE Drawing I
- ART 106 - CE Ceramics I
- ART 120 - CE Sculpture I
- ART 155 - WCH Introduction to the History of Art I
- ART 157 - WCH Introduction to the History of Art II
- ART 205 - Painting I
- ART 210 - Drawing II

- ART 207 - Introduction to Graphic Design or
- ART 209 - Typography and Text Design or
- ART 251 - Printmaking I

- ART 310 - Art Education Methodologies & Curriculum Development - Elementary
- ART 315 - Art Education Methodologies & Curriculum Development - Secondary

Eight credits of 200-300 level electives:

- ART 209 - Typography and Text Design
- ART 230 - American Art
- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
- ART 250 - Neoclassicism and Romanticism
- ART 260 - Modernism
- ART 270 - Art of Africa, Asia, & Americas
- ART 280 - NCH World Architecture
- ART 360 - Italian Renaissance (HI 360)

In addition, students must complete one of the following concentrations:

Drawing

- ART 105 - CE Drawing I
- ART 210 - Drawing II
- ART 402 - Advanced Studies in Drawing

Sculpture:

- ART 120 - CE Sculpture I
- ART 320 - Sculpture II
- ART 405 - Advanced Studies in Sculpture

Painting:

- ART 205 - Painting I

- ART 204 - CE Fundamentals of Color and Design or
- ART 305 - Painting II

- ART 403 - Advanced Studies in Painting

Ceramics:

- ART 106 - CE Ceramics I
- ART 206 - Ceramics II
- ART 401 - Advanced Studies in Ceramics

Graphics/Media Arts (Select any three courses):

- ART 145 - CE Digital Photography (COM 145)
- ART 207 - Introduction to Graphic Design
- ART 209 - Typography and Text Design
- ART 251 - Printmaking I
- ART 352 - Printmaking II
- ART 404 - Advanced Studies in Printmaking
- ART 406 - Advanced Digital Arts

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 150 - Early Childhood Development

Two of the following:
- ART 105 - CE Drawing I
- ART 106 - CE Ceramics I
- ART 120 - CE Sculpture I

- ART 210 - Drawing II
- One English Literature (Core and Guided-Writing and Research) course (4 credits)
- Two Mathematics courses (8 credits total)

Second Year Suggested Courses:

- ART 155 - WCH Introduction to the History of Art I
- ART 157 - WCH Introduction to the History of Art II
- ART 205 - Painting I
- ED 161 - Integrated Technology I
- SED 222 - Foundations of Inclusive Education (MSE 522)

One of the following:

- ART 206 - Ceramics II
- ART 209 - Typography and Text Design
- ART 251 - Printmaking I
- ART 305 - Painting II

- Two Core courses (8 credits total)

Third Year Suggested Courses:

- ART 310 - Art Education Methodologies & Curriculum Development - Elementary
- ART 315 - Art Education Methodologies & Curriculum Development - Secondary
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom

One of the following:

- ART 145 - CE Digital Photography (COM 145)
- ART 204 - CE Fundamentals of Color and Design
- ART 207 - Introduction to Graphic Design
- ART 320 - Sculpture II

One of the following:

- ART 206 - Ceramics II
- ART 209 - Typography and Text Design
- ART 305 - Painting II

One of the following:

- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
- ART 260 - Modernism
- ART 280 - NCH World Architecture

- Two Core courses (8 credits total)

Fourth Year Suggested Courses:

- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education

One of the following:

- ART 230 - American Art
- ART 250 - Neoclassicism and Romanticism
- ART 360 - Italian Renaissance (HI 360)

- Two Core courses (8 credits total)
- Art Elective course (4 credits)

Graphic Design (B.A.)

Student Learning Outcomes for Graphic Design:

Students will be able to:

- The student will learn the principles of two-dimensional design and techniques of composing effective graphic designs with them.
- The student will learn to produce original works of graphic design using Adobe Creative Suite software.
- The student will learn to use the terminology of graphic design in assignment critiques and in interactions with clients.
- The student will ideate and create graphic designs for a range of client-specific projects.
- The student will learn about copyright laws, fair use policies and copyright infringement regarding the use of text and images on the web and in print.
- The student will prepare a professional portfolio suitable for job applications in the graphic design profession.

The Graphic Design major requires:

- ART 105 - CE Drawing I

- ART 106 - CE Ceramics I or
- ART 120 - CE Sculpture I

- ART 157 - WCH Introduction to the History of Art II
- ART 204 - CE Fundamentals of Color and Design
- ART 207 - Introduction to Graphic Design
- ART 209 - Typography and Text Design
- ART 325 - Designing for the Web and Social Media
- ART 406 - Advanced Digital Arts

One course from the following:

- ART 230 - American Art
- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
- ART 250 - Neoclassicism and Romanticism

- ART 260 - Modernism
- ART 280 - NCH World Architecture
- ART 360 - Italian Renaissance (HI 360)

Two courses from the following:

- ART 145 - CE Digital Photography (COM 145)
- COM 130 - Visual Communications
- COM 310 - New Media Production
- CW 386 - Word, Web, and Design
- ART 470-474 - Internship in Fine Arts

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ART 105 - CE Drawing I
- ART 120 - CE Sculpture I
- ART 157 - WCH Introduction to the History of Art II
- ART 207 - Introduction to Graphic Design

- MA 121 - MA Calculus I **Or**
- MA 251 - MA Probability and Statistics

- Core course (4 credits)

Second Year Suggested Courses:

- ART 204 - CE Fundamentals of Color and Design
- ART 209 - Typography and Text Design

- ART 145 - CE Digital Photography (COM 145) **Or**
- COM 130 - Visual Communications

- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240) **Or** Art History Elective course (4 credits)

- Two Core courses (8 credits total)
- Two Elective courses (8 credits total)

Third Year Suggested Courses:

- COM 310 - New Media Production
- ART 325 - Designing for the Web and Social Media
- ART 251 - Printmaking I
- Three Core courses (12 credits total)
- Two Elective courses (8 credits total)

Fourth Year Suggested Courses:

- ART 406 - Advanced Digital Arts
- ART 470-474 - Internship in Fine Arts
- CW 386 - Word, Web, and Design
- Four Elective courses (16 credits total)

Music (B.A.)

Student Learning Outcomes for Music:

Students will be able to:

- Perform proficiently with the creative and performance skills appropriate to the student's principal instrument.
- Identify and synthesize key components of Western tonal music theory and music history.
- Demonstrate mastery of aural skills including sight-reading and dictation (melodic and harmonic).
- Demonstrate piano skills appropriate to the needs of a studio teacher.

The requirements for the **Music major** are flexible and are determined by the needs and interests of each student.

Under the guidance of a Department advisor, each student designs a program that includes 58 credits of music courses, but must include the following:

- MU 100 - Repertoire Class
- MU 101 - Theory I
- MU 102 - Theory II
- MU 103 - Aural Skills I
- MU 104 - Aural Skills II
- MU 117 - Functional Keyboard Skills I
- MU 118 - Functional Keyboard Skills II
- MU 201 - Theory III
- MU 202 - Theory IV
- MU 203 - Aural Skills III
- MU 204 - Aural Skills IV
- MU 211 - Music History: 1600-1850
- MU 212 - Music History: 1850 to the Present
- MU 217 - Functional Keyboard Skills III
- MU 218 - Functional Keyboard Skills IV

- MU 321 - Conducting I
- MU 441 - History of Early Music
- MU 495 - Seminar in Musicology
- Eight credits in Applied Music
- Six credits of Ensemble with at least one term's enrollment in MU 360 (Search Course Descriptions listing for MU 360)
- Ten credits of Music free electives
- The student must complete Modern Language 112 (or a higher course, if so placed by testing)
- A senior recital

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- MU 100 - Repertoire Class
- MU 101 - Theory I
- MU 102 - Theory II
- MU 103 - Aural Skills I
- MU 104 - Aural Skills II

- MU 111 - Voice Class **Or**
- MU 117 - Functional Keyboard Skills I
- MU 118 - Functional Keyboard Skills II

- First Applied (MU 268- MU 286) (both semesters)
- One additional Core course (4 credits)
- Ensemble

Second Year Suggested Courses:

- MU 100 - Repertoire Class
- MU 201 - Theory III
- MU 202 - Theory IV
- MU 203 - Aural Skills III
- MU 204 - Aural Skills IV
- MU 211 - Music History: 1600-1850
- MU 212 - Music History: 1850 to the Present
- MU 217 - Functional Keyboard Skills III
- MU 218 - Functional Keyboard Skills IV
- First Applied (MU 268 - MU 286)
- Ensemble

- Four additional Core/Elective courses (16 credits total)

Third Year Suggested Courses:

- MU 100 - Repertoire Class
- MU 321 - Conducting I
- MU 441 - History of Early Music
- First Applied (MU 268 - MU 286)
- Ensemble
- Four credits of Music Elective courses
- Five Core/Elective courses (20 credits total)

Fourth Year Suggested Courses:

- MU 100 - Repertoire Class
- MU 441 - History of Early Music
- MU 495 - Seminar in Musicology
- First Applied (MU 268 - MU 286)
- Six credits of Music Elective courses
- Free Electives as necessary

Notes:

Eight credits in one primary instrument or voice are required. Students whose primary instrument is not piano or organ should enroll in MU 117 first semester and MU 118 second semester. Students whose primary instrument is piano or organ should enroll in MU 111 first semester.

Students in the music program should be in an ensemble in the first year. Three credits of ensemble are required in the four years. Students interested in concert choir must audition.

Students are encouraged to take their creative expression requirement in a non-music course.

Competency through the 112-level of a modern language is required.

All first-year students must be enrolled in MU 100B in the fall semester.

Music Education (B.M.)

Student Learning Outcomes for Music Education:

Students will be able to:

- Perform proficiently with the creative and performance skills appropriate to the student's principal instrument.
- Identify and synthesize key components of western tonal music theory and music history.
- Demonstrate mastery of aural skills including sight-reading and dictation (melodic and harmonic).

- Demonstrate the ability to synthesize theoretical knowledge and practical skills in order to plan, teach, and assess classroom teaching in the PK–12 school environment.
- Perform on secondary instruments including piano, guitar, voice, and classroom instruments at a level appropriate to teach in the PK–12 school setting.
- Synthesize, integrate, and adapt past and current music teaching and learning theories in the context of varying teaching placements and situations.
- Display attitudes and attributes that are consistent with the level of professionalism expected from public and private school teachers.

For music education (PK-12) majors, MU 211 and MU 212 together will satisfy the Western Cultural Heritage Area of Understanding for Core. Admission to the Music Education program is dependent upon meeting the general requirements for admission to the undergraduate program of the Department of Education. Please refer to the course catalog for the admission requirements for the undergraduate program of the Department of Education. Upon completion of this degree program, students are eligible to obtain the Pennsylvania Instructional I Teaching Certificate. The Music Education major is approved by the Pennsylvania Department of Education. This program can be completed in four years but may require additional summer coursework. Because of the requirements from the Pennsylvania Department of Education and National Association of Schools of Music, the Music Education curriculum requires one semester of overload in the spring semester of the junior year (19 credits).

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

Music Education requires:

- MU 100 - Repertoire Class
- MU 101 - Theory I
- MU 102 - Theory II
- MU 103 - Aural Skills I
- MU 104 - Aural Skills II

- MU 111 - Voice Class **Or**
- MU 133 - Diction for Singers

- MU 117 - Functional Keyboard Skills I

- MU 118 - Functional Keyboard Skills II **Or**
- MU 268 - CE Voice

- MU 119 - Guitar Class I
- MU 130 - Survey of Music Education
- MU 201 - Theory III
- MU 202 - Theory IV
- MU 203 - Aural Skills III
- MU 204 - Aural Skills IV
- MU 205 - NCH World Music
- MU 211 - Music History: 1600-1850
- MU 212 - Music History: 1850 to the Present
- MU 217 - Functional Keyboard Skills III
- MU 218 - Functional Keyboard Skills IV
- MU 230 - Music Teaching and Learning
- MU 231 - Brass Class
- MU 232 - Woodwind Class
- MU 234 - Percussion Class
- MU 237 - String Class
- MU 321 - Conducting I
- MU 322 - Conducting II
- MU 330 - General Music Methods and Materials
- MU 331 - General Music Field Experience
- MU 332 - Music Technology
- MU 333 - Choral Music Techniques and Materials
- MU 334 - Choral Music Field Experience
- MU 433 - Instrumental Music Techniques and Materials
- MU 434 - Instrumental Music Field Experience
- MU 440 - Arranging
- MU 475 - Professional Internship in Music Education
- MU 495 - Seminar in Musicology
- A minimum of eight additional credits of Applied Music study
- Two semesters of MU 363 or MU 364
- Seven semesters of participation in other Ensemble(s) with at least one term's enrollment in MU 360 (Search Course Descriptions listing for MU 360)

- A senior recital
- Proficiency examinations in piano, voice and guitar
- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 497 - Senior Seminar for Secondary Education
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- Two English courses for Education certification, one literature and one writing (EN 100 or EN 150)
- Two math courses for Education certification

Additional Requirements for Music Education:

A Music Education major may not enroll in a course required for that major unless a grade of C- or better has been earned in all prerequisite courses. To graduate, a Music Education major must maintain the following standards:

A Music Education major must earn a grade of C- or better in all music and music education courses.

A Music Education major must satisfy the standards and requirements of the educational practicum and student-teaching experiences.

Provisional acceptance must be met as a prerequisite to all 200-level education courses.

Formal acceptance must be met as a prerequisite to all 300-level education and methods courses.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- MU 100 - Repertoire Class
- MU 101 - Theory I
- MU 102 - Theory II
- MU 103 - Aural Skills I
- MU 130 - Survey of Music Education
- MU 332 - Music Technology

- MU 111 - Voice Class **Or**
- MU 133 - Diction for Singers

- MU 117 - Functional Keyboard Skills I **Or**
- MU 119 - Guitar Class I

- MU 118 - Functional Keyboard Skills II **Or**
- MU 268 - CE Voice

- MU 363 - CE Community Chorus **Or**
- MU 364 - CE Women's Chorus

- MU 231 - Brass Class **Or**
- MU 237 - String Class

- MU 120 - Guitar Class II (Optional)
- One English Literature (Core and Guided-Writing and Research) course (4 credits)
- Ensemble
- First Applied Instruction (MU 268- MU 286)

Second Year Suggested Courses:

- MU 100 - Repertoire Class
- MU 201 - Theory III
- MU 202 - Theory IV
- MU 203 - Aural Skills III
- MU 204 - Aural Skills IV
- MU 211 - Music History: 1600-1850
- MU 212 - Music History: 1850 to the Present
- MU 217 - Functional Keyboard Skills III
- MU 218 - Functional Keyboard Skills IV
- MU 230 - Music Teaching and Learning
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)

- MU 231 - Brass Class **Or**
- MU 237 - String Class

- Two Mathematics courses (8 credits total)
- Ensemble
- Applied Instruction (MU 268 - MU 286)

Third Year Suggested Courses:

- MU 100 - Repertoire Class
- MU 205 - NCH World Music
- MU 232 - Woodwind Class
- MU 321 - Conducting I
- MU 322 - Conducting II
- MU 330 - General Music Methods and Materials
- MU 331 - General Music Field Experience
- MU 333 - Choral Music Techniques and Materials

- MU 334 - Choral Music Field Experience
- MU 440 - Arranging
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- Two Core courses (8 credits total)
- Applied Instruction
- Ensemble

Fourth Year Suggested Courses:

- MU 100 - Repertoire Class
- MU 234 - Percussion Class
- MU 433 - Instrumental Music Techniques and Materials
- MU 434 - Instrumental Music Field Experience
- MU 495 - Seminar in Musicology
- MU 475 - Professional Internship in Music Education
- ED 497 - Senior Seminar for Secondary Education
- Two Core courses (8 credits total)
- Ensemble
- Applied Instruction (MU 268 - MU 286)

Notes:

Students must take Applied Instruction and an Ensemble every semester.

Students whose primary instrument is not piano or organ must take MU 117A in the fall semester and MU 118 in the spring semester.

Given PDE regulations, two English and two Math courses must be completed by the end of the sophomore year.

English literature is recommended over math in the spring semester, because the sophomore curriculum is designed around the opportunity to complete the mathematics core. To ensure the English literature course is accepted by the PDE, students should refer to the Education Department Handbook.

The Praxis tests should be taken at the beginning of the Fourth year.

Music Therapy (B.M.)

Student Learning Outcomes for Music Therapy:

Students will be able to:

- Perform proficiently with the creative and performance skills appropriate to the student's principal instrument.
- Identify and synthesize key components of Western tonal music theory and music history.
- Demonstrate mastery of aural skills including sight-reading and dictation (melodic and harmonic).

- Implement music and non-music methods and techniques that effectively assist clients in modifying responses identified in their assessment, treatment, session, and termination plans.
- Communicate client progress through grammatically correct, detailed written and oral reports to colleagues, supervisors, and parents/caretakers.
- Perform proficient vocal, guitar, and keyboard skills to effectively lead and accompany clients during music therapy sessions.
- Demonstrate professional skills and physical and emotional stability necessary for working as a music therapist.
- Read, critique, and apply research to their music therapy work.

For Music Therapy majors, MU 211 and MU 212 together will satisfy the Western Cultural Heritage Area of Understanding for Core.

An approximately six-month long internship in an approved clinical facility is required for the Music Therapy degree and is taken after the completion of the four-year Music Therapy program. Upon completion of this degree program, students are eligible to sit for the Music Therapy Certification Board Exam leading to Board Certification as a Music Therapist. The Music Therapy program is approved by the American Music Therapy Association.

Music Therapy requires:

- MU 100 - Repertoire Class
- MU 101 - Theory I
- MU 102 - Theory II
- MU 103 - Aural Skills I
- MU 104 - Aural Skills II

- MU 111 - Voice Class **Or**
- MU 117 - Functional Keyboard Skills I

- MU 118 - Functional Keyboard Skills II **Or**
- MU 268 - CE Voice

- MU 119 - Guitar Class I **Or**
- MU 275 - CE Guitar

- MU 150 - Professional Seminar
- MU 151 - Introduction to Music Therapy
- MU 152 - Music Therapy and Clinical Populations
- MU 201 - Theory III
- MU 202 - Theory IV
- MU 203 - Aural Skills III
- MU 204 - Aural Skills IV
- MU 205 - NCH World Music
- MU 211 - Music History: 1600-1850
- MU 212 - Music History: 1850 to the Present

- MU 217 - Functional Keyboard Skills III
- MU 218 - Functional Keyboard Skills IV
- MU 236 - Percussion for Music Therapy
- MU 241 - Music Therapy Methods and Techniques I
- MU 253 - Music Therapy Methods and Techniques II
- MU 254 - Practical Experiences I: Music Therapy
- MU 321 - Conducting I
- MU 332 - Music Technology
- MU 353 - Clinical Improvisation and Composition I
- MU 354 - Clinical Improvisation and Composition II
- MU 355 - Practical Experiences II: Music Therapy
- MU 356 - Practical Experiences III: Music Therapy
- MU 357 - Music Therapy Methods and Techniques III
- MU 358 - Psychology of Music and Research Methods I
- MU 454 - Psychology of Music and Research Methods II
- MU 457 - Practical Experiences IV: Music Therapy
- MU 458 - Practical Experiences V: Music Therapy
- MU 459 - Music Therapy Methods and Techniques IV
- MU 479 - Professional Internship in Music Therapy
- MU 495 - Seminar in Musicology

- PSY 225 - Lifespan Development or
- PSY 240 - Child and Adolescent Development or
- PSY 245 - Adult Development and Aging or
- PSY 250 - Psychopathology

- A minimum of eight additional credits in Applied Music instruction
- A minimum of five credits in Ensemble with at least one term's enrollment in Music 360 (Search Course Descriptions listing for MU 360)
- Proficiency exams in piano, voice, and guitar
- A senior recital

Specific courses to be included in the student's Core Program are:

- PSY 105 - SSC Introduction to Psychology
- PSY 125 - NPS Introduction to Neuroscience
- BIO 200 - NPS Human Anatomy and Physiology: The Basics
- MA 251 - MA Probability and Statistics

Additional Requirements for Music Therapy

A Music Therapy major may not enroll in a music or music therapy course required for that major unless a grade of C- or better has been earned in all prerequisite courses. To graduate, a Music Therapy major must maintain the following standards:

A Music Therapy major must earn a grade of C- or better in all music and music therapy courses.

A Music Therapy major must satisfy the standards and requirements in all fieldwork education, including clinical practicums and the internship.

Suggested Four Year Planner:

First Year Suggested Courses:

- EN 100 - PLE Writing and Language or
- EN 150 - PLE Advanced Writing and Language

- MU 100 - Repertoire Class B
- MU 101 - Theory I
- MU 103 - Aural Skills I

- MU 111 - Voice Class or
- MU 117 - Functional Keyboard Skills I

- MU 150 - Professional Seminar
- MU 151 - Introduction to Music Therapy
- MU 102 - Theory II
- MU 104 - Aural Skills II
- MU 118 - Functional Keyboard Skills II
- MU 119 - Guitar Class I
- MU 152 - Music Therapy and Clinical Populations
- MU 236 - Percussion for Music Therapy
- Primary Instrument (MU 268 - MU 286)
- Ensemble
- PSY 105 - SSC Introduction to Psychology

Second Year Suggested Courses:

- MU 100 - Repertoire Class A
- MU 150 - Professional Seminar
- MU 236 - Percussion for Music Therapy
- MU 201 - Theory III
- MU 202 - Theory IV
- MU 203 - Aural Skills III
- MU 204 - Aural Skills IV
- MU 211 - Music History: 1600-1850
- MU 212 - Music History: 1850 to the Present
- MU 217 - Functional Keyboard Skills III
- MU 218 - Functional Keyboard Skills IV
- MU 241 - Music Therapy Methods and Techniques I
- MU 253 - Music Therapy Methods and Techniques II
- MU 254 - Practical Experiences I: Music Therapy
- Primary Instrument (MU 268 - MU 286)

- Ensemble
- PSY 125 - NPS Introduction to Neuroscience
- BIO 200 - NPS Human Anatomy and Physiology: The Basics

Third Year Suggested Courses:

- MU 100 - Repertoire Class
- MU 150 - Professional Seminar
- MU 205 - NCH World Music
- MU 321 - Conducting I
- MU 332 - Music Technology
- MU 353 - Clinical Improvisation and Composition I
- MU 354 - Clinical Improvisation and Composition II
- MU 355 - Practical Experiences II: Music Therapy
- MU 356 - Practical Experiences III: Music Therapy
- MU 357 - Music Therapy Methods and Techniques III
- MU 358 - Psychology of Music and Research Methods I
- Primary Instrument (MU 268 - MU 286)
- Ensemble
- MA 251 - MA Probability and Statistics
- PSY 250 - Psychopathology

Fourth Year Suggested Courses:

- MU 100 - Repertoire Class
- MU 150 - Professional Seminar
- MU 454 - Psychology of Music and Research Methods II
- MU 457 - Practical Experiences IV: Music Therapy
- MU 458 - Practical Experiences V: Music Therapy
- MU 459 - Music Therapy Methods and Techniques IV
- MU 495 - Seminar in Musicology
- Primary Instrument (MU 268 - 286)
- Ensemble
- PSY 240 - Child and Adolescent Development
- Power of Language: Other Core course (Spanish suggested) (4 credits)
- Humanities Core course (4 credits)

Notes:

MU 150 and MU 100 are required each semester.

Proficiency in piano, voice, and guitar is required. If piano or organ is the primary instrument, the student must take MU 269 or MU 270, and MU 111 for the fall semester. All other music therapy students must take MU 117.

Five credits in ensemble are required. Students need to be enrolled for one credit in the fall semester.

Students interested in Concert Choir must audition.

A minimum grade of C- is required in all courses required for the major.

Students in music therapy can take their Creative Expression core requirement as Applied lessons or Ensembles.

All first-year students need to be enrolled in MU 100B in the fall semester.

MU 211 and MU 212 count for Western Cultural Heritage core. The combination of two biology offerings -- BIO101 or 111 and BIO 201 -- will satisfy the Natural and Physical Science core.

Theatre (B.A.)

Student Learning Outcomes for Theatre:

Students will be able to:

- Think conceptually and critically about text, performance, and production and communicate those thoughts clearly and effectively.
- Analyze Western dramatic literature, taking account of genre, production style, and historical period where appropriate.
- Demonstrate a proficiency in standard theatre production processes.
- Describe how theatre reflects and relates to society, and how theatre and society can affect each other.

The Theatre major requires 43-44 credits:

- TH 105 - HUM Introduction to Theatre
- TH 155 - CE Stagecraft
- TH 165 - CE Basic Acting
- TH 255 - CE Fundamentals of Theatrical Design
- TH 310 - Theatre History
- TH 320 - Directing for the Theatre
- TH 340 - Modern and Contemporary Drama: From Realism to the Present
- TH 405 - Senior Project in Theatre

One course from:

- TH 240 - Playwriting
- EN 313 - Drama
- EN 420 - British Authors (Pre-1800)

The Theatre major with the Performance concentration requires:

- TH 230 - Movement for the Actor
- TH 235 - Voice for the Actor
- TH 325 - Voice Acting
- TH 360 - Performance Practicum
- TH 420 - Professional Preparation for Acting

- DA 101 - CE Introduction to Modern Dance

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- TH 105 - HUM Introduction to Theatre
- TH 155 - CE Stagecraft
- TH 165 - CE Basic Acting
- MA 251 - MA Probability and Statistics
- Three Core/Elective courses (12 credits total)

Second Year Suggested Courses:

- DA 101 - CE Introduction to Modern Dance

- TH 230 - Movement for the Actor **Or**
- TH 235 - Voice for the Actor

- TH 255 - CE Fundamentals of Theatrical Design

- TH 310 - Theatre History **Or**
- TH 340 - Modern and Contemporary Drama: From Realism to the Present

- TH 360 - Performance Practicum
- Four Core/Elective courses (16 credits total)

Third Year Suggested Courses:

- TH 230 - Movement for the Actor **Or**
- TH 235 - Voice for the Actor

- TH 240 - Playwriting **Or**
- EN 313 - Drama **Or**
- EN 420 - British Authors (Pre-1800)

- TH 310 - Theatre History **Or**
- TH 340 - Modern and Contemporary Drama: From Realism to the Present

- TH 320 - Directing for the Theatre
- TH 360 - Performance Practicum
- Four Core/Elective courses (16 credits total)

Fourth Year Suggested Courses:

- TH 325 - Voice Acting
- TH 405 - Senior Project in Theatre
- TH 420 - Professional Preparation for Acting
- Five Core/Elective courses (20 credits total)

The Theatre major with a Technology concentration requires:

- TH 315 - Advanced Stagecraft
- TH 350 - Design and Production Practicum
- TH 355 - Theatrical Design Studio
- ART 105 - CE Drawing I

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- MA 251 - MA Probability and Statistics
- TH 105 - HUM Introduction to Theatre
- TH 155 - CE Stagecraft
- TH 165 - CE Basic Acting
- TH 355 - Theatrical Design Studio
- Two Core/Elective courses (8 credits total)

Second Year Suggested Courses:

- ART 105 - CE Drawing I

- TH 255 - CE Fundamentals of Theatrical Design **Or**
- TH 315 - Advanced Stagecraft

- TH 240 - Playwriting **Or**
- EN 313 - Drama **Or**
- EN 420 - British Authors (Pre-1800)

- TH 310 - Theatre History **Or**
- TH 340 - Modern and Contemporary Drama: From Realism to the Present

- TH 350 - Design and Production Practicum
- Four Core/Elective courses (16 credits total)

Third Year Suggested Courses:

- TH 315 - Advanced Stagecraft **Or**
- TH 255 - CE Fundamentals of Theatrical Design

- TH 240 - Playwriting **Or**
- EN 313 - Drama **Or**
- EN 420 - British Authors (Pre-1800)

- TH 340 - Modern and Contemporary Drama: From Realism to the Present **Or**
- TH 310 - Theatre History

- TH 355 - Theatrical Design Studio **Or**
- TH 320 - Directing for the Theatre

- TH 350 - Design and Production Practicum
- Four Core/Elective courses (16 credits total)

Fourth Year Suggested Courses:

- TH 320 - Directing for the Theatre **Or**
- TH 355 - Theatrical Design Studio

- TH 350 - Design and Production Practicum
- TH 405 - Senior Project in Theatre
- Six Core/Elective courses (24 credits total)

Notes:

TH 105 may be taken any semester. It is required for all majors.

TH 155 may be taken every fall semester. It is required for all majors.

TH 255 may be taken every other spring semester. It is required for all majors.

The prerequisite for TH 230 and TH 235 is TH 165. Th 230 and TH 235 are offered in alternating spring terms. They are both required for student in the theatre performance concentration, but NOT in the technology concentration.

Theatre majors in the performance concentration are required to take DA 101, offered every semester. Theatre majors in the technology concentration are required to take ART 105, offered every semester.

The Theatre and Dance Division strongly advises that first-year students take at least two of the following three courses during their first year: TH 105, TH 155, and/or TH 165.

Academic Minors

Art History Minor

The Art History minor requires:

- ART 155 - WCH Introduction to the History of Art I
- ART 157 - WCH Introduction to the History of Art II

Three 200- to 400-level Art History electives:

- ART 230 - American Art
- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
- ART 250 - Neoclassicism and Romanticism
- ART 260 - Modernism
- ART 270 - Art of Africa, Asia, & Americas
- ART 280 - NCH World Architecture
- ART 360 - Italian Renaissance (HI 360)
- ART 470-474 - Internship in Fine Arts

Music Minor

The Music minor provides students with opportunities to acquire and develop skills in music theory, music performance, music history, and literature. **A student electing to minor in Music must consult with the Department Chair, who assigns a music faculty member to assess the student's readiness for admission to the program.**

The Music minor requires:

- MU 101 - Theory I
- MU 102 - Theory II
- MU 103 - Aural Skills I
- MU 104 - Aural Skills II

- MU 211 - Music History: 1600-1850 or
- MU 212 - Music History: 1850 to the Present

- MU 205 - NCH World Music or
- MU 441 - History of Early Music

- Four credits of instruction on one instrument or in voice, with registration in MU 100 (Repertoire Class) in each of the same semesters
- A minimum of four credits of Music Ensemble participation

Studio Art Minor

The Studio Art minor requires:

- ART 105 - CE Drawing I

- ART 106 - CE Ceramics I or
- ART 120 - CE Sculpture I

- ART 155 - WCH Introduction to the History of Art I or
- ART 157 - WCH Introduction to the History of Art II

One studio art elective course:

- ART 204 - CE Fundamentals of Color and Design
- ART 205 - Painting I
- ART 206 - Ceramics II
- ART 207 - Introduction to Graphic Design
- ART 209 - Typography and Text Design
- ART 210 - Drawing II
- ART 251 - Printmaking I
- ART 406 - Advanced Digital Arts

One 200-400 level art history elective course:

- ART 230 - American Art
- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
- ART 250 - Neoclassicism and Romanticism
- ART 260 - Modernism
- ART 270 - Art of Africa, Asia, & Americas
- ART 280 - NCH World Architecture
- ART 360 - Italian Renaissance (HI 360)
- ART 470-474 - Internship in Fine Arts

Theatre Minor

The Theatre minor requires 23-24 credits:

- TH 105 - HUM Introduction to Theatre
- TH 155 - CE Stagecraft
- TH 165 - CE Basic Acting
- DA 101 - CE Introduction to Modern Dance

One course from:

- EN 104 - HUM Introduction to Literature (Drama only)
- TH 240 - Playwriting
- TH 310 - Theatre History
- TH 340 - Modern and Contemporary Drama: From Realism to the Present

In addition, the Minor Performance track requires:

- TH 230 - Movement for the Actor or
- TH 235 - Voice for the Actor or
- TH 320 - Directing for the Theatre

- TH 360 - Performance Practicum (two semesters)

The Minor Technical track requires:

- TH 255 - CE Fundamentals of Theatrical Design or
- TH 315 - Advanced Stagecraft or
- TH 355 - Theatrical Design Studio

- TH 350 - Design and Production Practicum (two semesters)

Endorsement

Theatre Endorsement Program

The Department offers a Theatre Endorsement Program, which is currently open to currently enrolled-degree seeking education majors. The Pennsylvania Department of Education, PDE, defines an endorsement as a certificate program documenting areas of education where formal certification does not currently exist. Students participating in this program will have the opportunity to assist in production, direction, and administrative tasks associated with theatre.

As advocates of the arts the education and theatre department envision the addition of this 12-credit theatre endorsement as an excellent means to enhance the quality of theatre instruction in PK-12 schools. **Please note: students seeking a theatre major or minor are not eligible to participate in the Theatre Endorsement Program.**

Student Learning Outcomes for the Theatre Endorsement Program:

- Understand and demonstrate the basic theories and processes of acting and directing.
- Understand and demonstrate the basic processes and practice of production.
- Understand and demonstrate K-12 theatre pedagogy based on established standards.
- Understand and demonstrate basic theories and processes of play creation.
- Understand and demonstrate basic theories and processes of play analysis.
- Understand Technical Theatre and Design development both in the classroom and through practical Production Experience.
- Basic processes and practices of technical production.
- Guide students in the safe use of materials and resources.
- Analyze dramatic texts from a variety of different cultural and historical perspectives.
- Analyze and critique dramatic texts and staged productions.
- Identify and analyze cultural, historic and social meaning in dramatic texts and staged productions.
- Analyze and evaluate the evolution of theatre arts throughout history and across cultures.

Theatre Endorsement Requirements:

- TH 105 - HUM Introduction to Theatre
- TH 155E - Stagecraft - Theatre Endorsement
- TH 305 - Theatre Methods
- TH 320 - Directing for the Theatre

Art Courses

ART 105 - CE Drawing I
4.00 credits. **(Creative Expression Core Course)** An introduction to the basic concepts, materials and techniques of drawing. These elements will be discussed and practiced through an intensive program of drawing from perception. The basic materials we use will consist of charcoal, ink and paper. Drawing subjects will include still life, interior space, portrait, self-portrait and the figure. The formal elements of line, shape, value, form, space, texture and composition will be explored through drawing done in class, on field trips and weekly homework assignments.

ART 106 - CE Ceramics I
4.00 credits. **(Creative Expression Core Course)** Introduction to ceramic design and history, with emphasis on fundamental construction, decorating, glazing and firing techniques, and operation of the machinery of the medium.

ART 120 - CE Sculpture I
4.00 credits. **(Creative Expression Core Course)** An exploration in the three-dimensional medium of traditional and contemporary ideas, basic problems in design, and instruction in the use of the sculptor's materials and techniques.

ART 145 - CE Digital Photography (COM 145)
4.00 credits. **(Creative Expression Core Course)** This is a course in beginning digital photography. Photography will be dealt with as a photojournalistic form and an art form. No prior knowledge or experience in the arts or photography is expected. Demonstrations and supervised lab periods will be used to instruct students in basic camera and PhotoShop techniques of digital photography. Individual and group critiques/discussions of student photography will be held. Discussion of photographic history, criticism and aesthetics will be used to help the student understand class projects and to increase appreciation of photographic traditions and contemporary trends.

ART 155 - WCH Introduction to the History of Art I
4.00 credits. **(Western Cultural Heritage Core Course)** A survey of the architecture, painting and sculpture of Western civilization from pre-history through the 14th century, including the Paleolithic and Neolithic eras, the Ancient Near East, Egypt, Ancient Greece and Rome, and the Middle Ages. Fall semester.

ART 157 - WCH Introduction to the History of Art II
4.00 credits. **(Western Cultural Heritage Core Course)** A continuation of ART 155, this course traces the development of the fine arts in Europe from the 14th to the 20th centuries, including the Renaissance, Baroque, Rococo, Neoclassical, Romantic and Modernist movements. Spring semester.

ART 204 - CE Fundamentals of Color and Design
4.00 credits. **(Creative Expression Core Course)** This course introduces the principles of gestalt theory and color theory in the design of two- and three-dimensional works of art. Students will learn to compose with scale, perspective, geometric and organic form, line structure, texture, color, and value relationships. They will explore visualization and brainstorming techniques, the analysis of art historical prototypes, and the importance of art criticism in creating original works of art.

ART 205 - Painting I
4.00 credits. Studio easel painting in opaque media, with stress on pictorial organization and application of color theories. **Prerequisite(s):* ART 105. Fall semester.

ART 206 - Ceramics II
4.00 credits. An intermediate-level course with emphasis on developing and refining studio techniques and integration of form and idea. **Prerequisite(s):* ART 106. Spring semester.

ART 207 - Introduction to Graphic Design
4.00 credits. An introductory studio/lecture course designed to increase visual literacy and vocabulary, to develop design skills and present the creative possibilities of the computer as an art making and editing tool. Historical, conceptual, technical and contemporary issues of digital imaging are explored. Spring semester.

ART 209 - Typography and Text Design
4.00 credits. Typography is integral to the total design of all visual communication. This course introduces students to the history of typography and its importance in print, fine arts, product design, logos, websites, blogs, and other visual media. Students will learn to identify the component parts of the letterform and experiment with a variety of design techniques from traditional calligraphy to digital applications. Graphic designers, artist and writers will develop an individualized typographic voice and creative style.

ART 210 - Drawing II
4.00 credits. An intermediate-level course that stresses further conceptual, pictorial and technical development beyond Drawing I, with an emphasis on personal theme and content. **Prerequisite(s):* ART 105, or permission of the instructor. Spring semester.

ART 230 - American Art
4.00 credits. A survey of American painting, sculpture and architecture from the Colonial era through the 20th century. Issues discussed include the artists' roles in representing national identity, the wilderness, the frontier and the city, and the American contributions to photography, the moving picture, and the skyscraper. Fall semester, even-numbered years.

ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
4.00 credits. **(Non-Western Cultural Heritage Core Course)** This course introduces students to the history of the art and aesthetic sensibilities of the Japanese people from prehistoric times to the modern period. Through this course, students will develop an appreciation for the major trends in Japanese art and the historical milieu in which these were produced. Major works of art from each historical era will be studied, including architecture, sculpture, painting and pottery, as well as some of the minor arts such as gardens, calligraphy, textiles, etc. Besides understanding the making of the actual works of art, students will also understand the aesthetic principles that inform the making of these objects, such as miyabi, yugen, wabi-sabi, that are central to Japanese cultural history. Spring semester.

ART 250 - Neoclassicism and Romanticism
4.00 credits. An in-depth study of European art and culture from 1750 to 1850 that examines the role of Neoclassicism and Romanticism in promoting social and political ideals, the aesthetics of the Beautiful and the Sublime, and cultural primitivism. **Prerequisite(s):* ART 157, or permission of the instructor. Fall semester, odd-numbered years.

ART 251 - Printmaking I
4.00 credits. Practice in the methods of relief, intaglio and monotype, and instruction in the use of the printer's machinery. **Prerequisite(s):* ART 105, or permission of the instructor. Spring semester.

ART 260 - Modernism
4.00 credits. A history of the Modernist movement in painting, sculpture, architecture, design and film from 1870 to 1945. The course traces the revolutionary theories of Impressionism, Post-Impressionism, Expressionism, Cubism, Dada, Surrealism, Futurism and Suprematism. **Prerequisite(s):* ART 157, or permission of the instructor. Spring semester, even-numbered years.

ART 270 - Art of Africa, Asia, & Americas
4.00 credits. A survey of the artistic traditions of Africa, Asia, the Pacific Islands, and the Pre-Columbian civilizations of North and South America examined within their historical context. Topics include cultural exchanges between Western and Non-Western civilizations and the impact of trade, war and colonization on indigenous artistic traditions. Spring semester, odd-numbered years.

ART 280 - NCH World Architecture
4.00 credits. **(Non-Western Cultural Heritage Core Course)** History of World Architecture is an exploration of the history, theory and design of iconic buildings from pre-history to the 21st century. The course is organized by building function: sacred spaces (places of worship, monuments), civic architecture and urban planning; residential architecture and commercial and recreational architecture.

ART 305 - Painting II
4.00 credits. An intermediate-level course with emphasis on developing and refining technique and concept. A continuation of the formal issues surrounding color and composition presented in ART 205. **Prerequisite(s):* ART 204 or ART 205. Spring semester.

ART 310 - Art Education Methodologies & Curriculum Development - Elementary
4.00 credits. This course prepares Art Certification candidates to develop a visual arts curriculum for kindergarten through sixth grade that meets Pennsylvania Standards for the Arts & Humanities. Child-centered, society-centered and discipline-based theories of art education will be discussed in the elementary school context. Students write age-appropriate lesson plans and test their effectiveness in a classroom under the supervision of a certified art teacher. They learn to manage a sage instructional environment conducive to learning for a diverse population of students, including those with special needs. **Prerequisite(s):* ED 105 and ED 150, or ED 151, and SED 222, and formal acceptance into the Fine Arts - Art Education program. Register by Instructor. Fall semester.

ART 315 - Art Education Methodologies & Curriculum Development - Secondary
4.00 credits. This course prepares Art Certification candidates to develop a visual arts curriculum for the seventh through the 12th grades that meets Pennsylvania Standards for the Arts & Humanities. Students will develop age-appropriate lesson plans for middle and secondary school that include two- and three-dimensional works of art, aesthetics and multicultural traditions of art history. They learn appropriate instructional methodologies and assessment strategies for a diverse population of adolescents, including those with special needs. Methods of managing a safe instructional environment conducive to creativity will be taught. Students will have the opportunity to participate in a classroom under the supervision of a certified art teacher. **Prerequisite(s):* ED 105 and ED 150, or ED 151, and SED 222, and formal acceptance into the Fine Arts - Art Education program. Register by Instructor. Spring semester

ART 320 - Sculpture II
4.00 credits. A continuation of Art 120 with further exploration of possible three-dimensional mediums and development of the methods used for traditional, modern and contemporary sculpture. **Prerequisite(s):* ART 120. Fall semester.

ART 325 - Designing for the Web and Social Media
4.00 credits. "Designing for the Web and Social Media" will teach students how to create websites in Illustrator and PhotoShop for a client. The course focuses on the design aspects and business issues entailed in creating a website, while teaching students how to work with and understand a web developer. Students also learn the basics of coding and how social media impacts the digital landscape. **Prerequisite(s):* ART 207 or permission of the instructor.

ART 352 - Printmaking II
4.00 credits. A continuation of ART 251 with further exploration in the methods of relief, intaglio and monotype printmaking and further instruction in the use of the printer's machinery. **Prerequisite(s):* ART 251. Spring semester, as needed.

ART 360 - Italian Renaissance (HI 360)
4.00 credits. The Italian Renaissance seminar is an in-depth cultural history of the humanist movement in Italy from 1250 to 1550 and its impact on the fine arts, literature, politics, religion, education and science. The course includes reading and discussion of primary texts by Petrarch, Dante, Boccaccio, Alberti, Machiavelli, Da Vinci, Michelangelo and Vasari. Topics include the revival of Antiquity, the discovery of Nature, Statecraft, scientific innovation and new concepts of genius and creativity. **Prerequisite(s):* ART 155, ART 157 or HI 115. Enrollment limited to sophomore status or above.

ART 370-378 - Special Topics in Fine Arts
4.00 credits. This sequence of courses permits the Department to offer courses to any group of students who expresses interest in a particular area of study that is not a regular part of the curriculum. This course is repeatable for credit.

ART 400 - Honors in the Discipline
2.00 credits. Art majors of superior ability are invited to create a project or research paper in consultation with the student's faculty mentor. Work for ART 400 cannot be combined with any other course except ART 491 Student Exhibition, spring of the senior year. Students are encouraged to present their HID research papers at SCAD in the spring. **Prerequisite(s):* GPA of 3.5 or greater in their major concentration (Studio, Art Education, or Art History) by the end of the fall semester of the junior year. By invitation only. Register by Instructor.

ART 401 - Advanced Studies in Ceramics
4.00 credits. Advanced study with emphasis on conceptual, pictorial, thematic and technical development. This course is repeatable for credit for up to three semesters. **Signature Learning Experience: Supervised Research.** Spring semester.

ART 402 - Advanced Studies in Drawing
4.00 credits. Advanced study with emphasis on conceptual, pictorial, thematic and technical development. This course is repeatable for credit for up to three semesters. **Signature Learning Experience: Supervised Research.** Spring semester.

ART 403 - Advanced Studies in Painting
4.00 credits. Advanced study with emphasis on conceptual, pictorial, thematic and technical development. This course is repeatable for credit for up to three semesters. **Signature Learning Experience: Supervised Research.** Spring semester.

ART 404 - Advanced Studies in Printmaking
4.00 credits. Advanced study with emphasis on conceptual, pictorial, thematic and technical development. This course is repeatable for credit for up to three semesters. **Signature Learning Experience: Supervised Research.** Spring semester.

ART 405 - Advanced Studies in Sculpture
4.00 credits. Advanced study with emphasis on conceptual, pictorial, thematic and technical development. This course is repeatable for credit for up to three semesters. **Signature Learning Experience: Supervised Research.** Fall semester.

ART 406 - Advanced Digital Arts
4.00 credits. Advanced Digital Arts is a studio class that builds on the basic techniques of Adobe Photoshop and Illustrator. Students will experiment with advanced software techniques to master dynamic manipulation, color filters, blending textures, lighting techniques, layers and masks in order to produce original works of computer-generated art and imaginative graphic design solutions. The course examines copyright laws and copyright infringement as it applies to work downloaded from the web and other sources. **Prerequisite(s):* COM 130 or ART 207.

ART 470-474 - Internship in Fine Arts
Variable (2.00 to 4.00) credits. An internship experience for students in one of the Fine Arts majors or minors, as recommended by the Department. A maximum of four credit hours from Art 470-474 may count as art electives. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

ART 480-489 - Independent Study in Fine Arts
Variable credits. Individual students are provided the opportunity to pursue work in an area of major interest under the guidance of a member of the Department. **Prerequisite(s):* Approval of Department Chair and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

ART 490 - Senior Seminar
2.00 credits. A capstone course required for Fine Arts majors that provides opportunities for advanced research and development in studio and gallery/museum related work. The course builds and enhances the resumé and introduces the practical functions, operations, and workings for a career in art. **Prerequisite(s):* Senior status (Studio and Art History tracks) or permission of the instructor. Register by Instructor. Fall semester.

ART 491 - Senior Exhibition
2.00 credits. A capstone course required for Fine Arts majors that provides the opportunity for advanced development of personal expression in the studio. Students will work in their preferred media to create a coherent body of work which they will prepare for exhibition and install in the college art galleries. **Prerequisite(s):* Senior status (Studio and Art History tracks) or permission of the instructor. **Signature Learning Experience: Developmental Portfolio.** Register by Instructor. Spring semester.

ART 499A - Architectural Design Studio I (EGR 499A)
2.00 credits. Architectural Design studio course offered every Spring with rotating architectural case studies taught by full-time faculty and visiting Architects. Case studies are repeated no less than every two years so that students in Studio I and Studio II can participate in the same lectures. Independent student design work in Studio I and II is required to be documented in an electronic portfolio; and professional documentation, drawings, and oral defense of architectural designs are required. Register by Instructor. Spring semester.

ART 499B - Architectural Design Studio II (EGR 499B)
2.00 credits. Architectural Design studio course offered every Spring with rotating architectural case studies taught by full-time faculty and visiting Architects. Case studies are repeated no less than every two years so that students in Studio I and Studio II can participate in the same lectures. Independent student design work in Studio I and II is required to be documented in an electronic portfolio; and professional documentation, drawings, and oral defense of architectural designs are required. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Spring semester.

FPA 490 - Arts Administration Strategy (BA 490)
2.00 credits. Arts Administration Strategy is a project-based capstone course for the Minor in Arts Administration. It brings together the many strands and themes of the Arts Administration curriculum and gives students the opportunity to synthesize concepts and develop analytical, presentation, professional, and career readiness skills. **Signature Learning Experience: Capstone Project.**

Dance Courses

The Department of Fine and Performing Arts offers several dance courses as elective options or to fulfill part of the Creative Expression Core requirement. If used for Creative Expression, two courses must be completed for a total of four credits.

DA 101 - CE Introduction to Modern Dance
2.00 credits. **(Creative Expression Core Course)** An introduction to modern dance techniques and aesthetics requiring athletic, creative and cognitive participation. Course work includes physical conditioning techniques, interpretive/creative movement experiences, and modern dance technique basics. Reading, discussion, writing and viewing contemporary dance facilitate an overall appreciation of dance as an art form.

DA 102 - CE Introduction to Ballet
2.00 credits. **(Creative Expression Core Course)** A basic introduction to ballet technique, including bar, center floor and traveling combinations. Class includes development of anatomically correct alignment and dance technique, dance conditioning, spatial clarity, coordination, rhythm, use of weight, time and space. Class work will include readings, discussions, viewing of dance films, short writing assignments and performances of rehearsed dance sequences. Fall semester.

DA 103 - CE Introduction to Jazz Dance
2.00 credits. **(Creative Expression Core Course)** Jazz dance techniques emphasizing a range of styles, incorporating the Limon technique, classical show jazz and funk for the beginner. Course work includes full jazz warm-ups, classical jazz technique/terminology, floor work, conditioning and performance of dance combinations. Class also includes reading, discussions, viewing and writing about jazz dance. Spring semester.

DA 120 - Dance Improvisation and Composition
2.00 credits. This course will use improvisation as well as a variety of movement techniques to gain a better understanding of how the body functions both anatomically and kinesthetically, and to explore the capabilities of movement as an expressive art form.

DA 202 - CE Ballet II
2.00 credits. **(Creative Expression Core Course)** A continuation of ballet techniques including bar, center floor, and traveling combinations. Class includes development of increasingly complex anatomically correct alignment and dance technique, dance conditioning, spatial clarity, coordination, rhythm, and use of weight, time, and space. Class work includes readings, discussions, viewing dance films and live performances, short writing assignments, and research projects. Spring semester.

DA 203 - CE Jazz Dance II
2.00 credits. **(Creative Expression Course)** Jazz dance techniques emphasizing a range of styles, incorporating African, swing, classical show jazz, and hip-hop. The emphasis is on interpretation and performance of these styles on a more complex level. Course work includes jazz warm-ups, classic technique/terminology as it applies to jazz, floor work, conditioning for jazz dance and performance of dance combinations center and across the floor. Class also includes reading, discussions, viewing and writing about jazz dance. Fall semester.

Music Courses

Special Notes Regarding Applied Music Lessons and Ensembles

Students who register for applied music for credit must meet minimum standards established by the Department and should contact the Department office for a list of standards for each applied area. Students who have not attained the level necessary for credit may study through the Preparatory Division. Students in applied music advance as rapidly as their abilities permit. They must study technical exercises and literature from various musical periods and styles.

Students may register with or without credit for the established music ensembles and for other ensembles organized under faculty supervision; ensemble registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty Directors.

Applied music lessons and certain music ensembles may be counted for the Creative Expression requirement of the Core Program if taken as letter-graded for four semesters. An additional fee is charged for applied music lessons. Fees are printed on the master course schedule.

MU 100 - Repertoire Class
0.00 credit. This class provides performance opportunities for students in applied music. It meets for one hour each week and is required for all music majors and minors who are enrolled in applied music instruction. Graded Pass/No Pass. This course is repeatable for credit.

MU 101 - Theory I
2.00 credits. This course is designed to introduce students to fundamental constructs and notational practices of music theory including clefs, meter signatures, scales/modes, key signatures, intervals, triads, and diatonic voice leading in two and four parts. **Corequisite(s):* MU 103. Fall semester.

MU 102 - Theory II

2.00 credits. This course is a continuation of Mu 101, and focuses on diatonic melodic and harmonic practices of tonal music including melodic phrase analysis, four-part diatonic harmonic progressions, and an introduction to secondary chords. **Prerequisite(s):* MU 101. **Corequisite(s):* MU 104. Spring semester.

MU 103 - Aural Skills I
1.00 credit. Music reading and ear training according to the Kodaly concept using syllables based on moveable "Do," kinesthetically reinforced by hand signs. Study and drill in rhythm will include the use of the basic beat patterns. Linear dictation including rhythmic elements. Aural skills related to theoretical analytical materials covered in MU 101. **Corequisite(s):* MU 101. Spring semester.

MU 104 - Aural Skills II
1.00 credit. A continuation of MU 103 including chromaticism, modes and more difficult rhythms and intervals, C clefs. **Prerequisite(s):* MU 103, or permission of the instructor. **Corequisite(s):* MU 102. Fall semester.

MU 105 - WCH Introduction to Western Music Literature
4.00 credits. **(Western Cultural Heritage Core Course)** Introduction to the music of the Western world, major composers and selected famous compositions, with emphasis on listening to music from the Baroque era to the present.

MU 111 - Voice Class
1.00 credit. The fundamentals of breath control, tone production, and development of vocal technique. *Open to all students. Fall semester

MU 115 - CE Fundamentals at the Keyboard
4.00 credits. **(Creative Expression Core Course)** Basic skills in producing and reading music at the keyboard with attention to ear training, basic keyboard technique, and musicianship, as well as to sight reading. The Department’s digital piano laboratory is utilized. Daily practice is required. Spring semester.

MU 117 - Functional Keyboard Skills I
1.00 credit. Basic piano skills. Required of all music majors whose first applied instrument is not piano. **Prerequisite(s):* Music major. *The Department reserves the right to offer this course as private lessons if fewer than five students are enrolled. Fall semester

MU 118 - Functional Keyboard Skills II
1.00 credit. A continuation of MU 117, including more difficult harmonic progressions and technical skills. Required of all music majors whose first applied instrument is not piano. **Prerequisite(s):* Music major. *The Department reserves the right to offer this course as private lessons if fewer than five students are enrolled. Spring semester.

MU 119 - Guitar Class I
1.00 credit. An introductory course emphasizing studies in basic chords and note reading. Course also surveys various guitar styles, the performers, music and types of guitars. *The Department reserves the right to offer this course as private lessons if fewer than five students are enrolled.

MU 120 - Guitar Class II
1.00 credit. A continuation of MU 119 with emphasis on bar chords, accompaniment patterns, and note reading. Includes an introduction to classical guitar technique, history, performers and classical literature. **Prerequisite(s):* MU 119, or permission of the instructor. *The Department reserves the right to offer this course as private lessons if fewer than five students are enrolled.

MU 125 - WCH American Popular Music from Ragtime to Rock
4.00 credits. **(Western Cultural Heritage Core Course)** This course traces the history of American popular music from the birth of ragtime in the 1890s through the ascendancy of rock in the 1970s. The survey will examine the most influential genres of popular music during this era, including jazz, blues, Gospel, and country. Students will witness the close connections between music and culture in this turbulent era of American history through recordings, video clips, and concerts.

MU 130 - Survey of Music Education
1.00 credit. This course is the future music educator's first exposure to the profession. Students study the history of music education in the United States and philosophical influences on the profession. Students begin to explore the role of teacher through peer-teaching episodes and discussions. Fall semester.

MU 133 - Diction for Singers
1.00 credit. An introduction to the fundamentals of singing in English, Italian, German and French with correct pronunciation, using the International Phonetic Alphabet. Fall semester.

MU 150 - Professional Seminar
1.00 credit. A weekly seminar for Music Therapy majors. Guest speakers, faculty and students present topics of mutual interest, including areas such as family, art, and dance/movement therapy; family support groups; student voice skills and voice work with individuals who have disabilities; multi-cultural counseling; and trauma therapy. Students also gain experience with structured and improvisational movement, application of music skills, career development, and professional service. *Required of Music Therapy majors each semester. **Signature Learning Experience: Community-Based Learning.** This course is repeatable for credit.

MU 151 - Introduction to Music Therapy
2.00 credits. An introduction to the field of music therapy. Topics include theoretical, historical and sociological rationale supporting the field and an overview of basic clinical practice and research methods. Emphasis is on a broad knowledge of the field resulting in a generalized understanding of the current state of practice and research. Clinical observation and in-class simulations are included with emphasis given to two populations as the semester progresses. **Prerequisite(s):* Music major, or permission of the instructor. Hours: lecture 2, laboratory 1. Fall semester.

MU 152 - Music Therapy and Clinical Populations
2.00 credits. The use of music therapy within various clinical populations is emphasized. Content includes a survey of a variety of populations with whom music therapists work, focusing on the characteristics and needs of each group, general treatment approaches, and methods for incorporating music therapy. Students complete their first pre-practicum experience, observing one clinical experience throughout the semester. **Prerequisite(s):* MU 151, and Music Therapy majors only. Hours: lecture 2, laboratory 1. Spring semester.

MU 201 - Theory III
2.00 credits. This course is a continuation of Mu 102, and focuses on chromatic melodic and harmonic practices of tonal music including applied chords, mode mixture, modulation, and chromatic predominant chords. Formal procedures will be examined including binary, ternary, variation, rondo and sonata. **Prerequisite(s):* MU 102. **Corequisite(s):* MU 203. Fall semester.

MU 202 - Theory IV
2.00 credits. This course is a continuation of Mu 201, and focuses on techniques and materials of music since 1900. This will include tonal, atonal, and serial methods and materials, rhythmic and metric practices, and post-tonal formal constructs. **Prerequisite(s):* MU 201. **Corequisite(s):* MU 204. Spring semester.

MU 203 - Aural Skills III
1.00 credit. Continued emphasis on reading and dictation skills with concentration on modulation and chromaticism using some 20th-century material. C clefs. **Prerequisite(s):* MU 104. **Corequisite(s):* MU 201. Spring semester.

MU 204 - Aural Skills IV
1.00 credit. A continuation of MU 203 with concentration on reading atonal melodies and 20th-century material. **Prerequisite(s):* MU 203. **Corequisite(s):* MU 202. Fall semester.

MU 205 - NCH World Music
4.00 credits. **(Non-Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** Music indigenous to eight non-Western geographic regions of the world is studied and compared in terms of tonal and rhythmic attributes, and as an approach to promoting sociocultural awareness.

MU 211 - Music History: 1600-1850
4.00 credits. A broad study of the technical, stylistic and social/historical developments related to Western music and musicians beginning around the year 1600, toward the end of the Renaissance Era, and continuing to the end of the 18th century. **Prerequisite(s):* MU 102, or permission of the instructor. Fall semester.

MU 212 - Music History: 1850 to the Present
4.00 credits. A broad study of the technical, stylistic and social/historical developments related to Western music and musicians beginning around the year 1850, and continuing to the present. **Prerequisite(s):* MU 102, or permission of the instructor. Spring semester.

MU 217 - Functional Keyboard Skills III
1.00 credit. Scale harmonizations, modal harmonizations, figured bass realization, and transposition of simple instrumental melodic lines. **Prerequisite(s):* MU 118, or permission of the instructor. Fall semester.

MU 218 - Functional Keyboard Skills IV
1.00 credit. A continuation of MU 217 involving further scale harmonizations, modulations, transpositions and emphasizing a variety of accompaniment styles. **Prerequisite(s):* MU 217. Spring semester.

MU 230 - Music Teaching and Learning
3.00 credits. Students discover how children learn music and the role of music learning theory in facilitating that process. The future music educator is also introduced to the process of curriculum development and the assessment of music teaching and learning. Model curricula based on national and state standards are reviewed. Students will develop the ability to assess aptitudes, backgrounds, and orientations of students and subject content and plan lessons that meet assessed needs. Peer teaching and field experiences will be an integral part of the course experience. Fall semester.

MU 231 - Brass Class
1.00 credit. This course will provide an overview of pedagogy for all brass instruments. Methods of tone production, fingerings or positions, care and repair, and methods and materials for teaching all brass instruments will be explored. Emphasis this semester will be on trumpet/cornet and trombone. **The Department reserves the right to offer this course as private lessons if fewer than five students are enrolled. Fall semester*

MU 232 - Woodwind Class
1.00 credit. 1.00 credit. Methods of tone production, fingerings, maintenance, care and repair, and methods and materials for teaching flute, oboe, clarinet, bassoon and saxophone. **The Department reserves the right to offer this course as private lessons if fewer than five students are enrolled. Fall semester*

MU 234 - Percussion Class
1.00 credit. Methods of tone production, care and repair, and methods and materials for teaching snare drum, cymbals, timpani and other percussion instruments. *The Department reserves the right to offer this course as private lessons if fewer than five students are enrolled. Spring semester

MU 236 - Percussion for Music Therapy
1.00 credit. Students learn to play, teach and care for snare drum, trap set, barrel type drums, frame drums, and auxiliary percussion instruments. Individual and small ensemble performances are an integral part of this course and discussions about incorporating the skills and concepts into music therapy sessions. Register by Instructor. Spring semester.

MU 237 - String Class
1.00 credit. Method of tone production, fingerings, care and repair, and methods and materials for teaching violin and cello in individual and class settings. *The Department reserves the right to offer this course as private lessons if fewer than five students are enrolled. Fall semester

MU 239 - Vocal Pedagogy
1.00 credit. An introduction to the fundamentals of teaching singing. Students examine the physiology of the voice, vocal sound production, care of the voice, teaching techniques and other related topics. Spring semester.

MU 240 - Conducting Laboratory
0.00 credit. Students become familiar with standard instrumental and choral repertoire and observe advanced conducting techniques by performing in a laboratory ensemble for MU 322 (Conducting II). Graded Pass/No Pass. Spring semester.

MU 241 - Music Therapy Methods and Techniques I
4.00 credits. The development of music and non-music skills and concepts related to conducting entry-level music therapy sessions. Emphasis is on the development and application of assessment and observation skills, treatment planning and implementation, leadership, documentation and music performance skills in therapeutic settings. Includes lecture and clinical experiences. **Prerequisite(s):* MU 152. Fall semester.

MU 253 - Music Therapy Methods and Techniques II
3.00 credits. A continuation of MU 241 involving the further development of non-music and music skills and concepts related to conducting entry-level music therapy sessions. Includes the study of behavioral techniques, beginning counseling interaction skills, and other music and non-music methods and techniques employed within a music therapist's clinical work. **Prerequisite(s):* MU 241. Hours: lecture 2, laboratory 1. Spring semester.

MU 254 - Practical Experiences I: Music Therapy
1.00 credit. Supervised field experiences (observation and participation) in an approved clinical facility. A minimum of 13 planned sessions involving client contact and weekly processing with a supervisor are required for each clinical experience. During this practicum, students will achieve entry-level professional, preparation, delivery, and documentation skills related to the practice of music therapy. **Prerequisite(s):* MU 241 and a Pass on the pre-clinical proficiency assignment and Music Therapy majors only. **Signature Learning Experience: Field Placement and Practicum.**

MU 268 - CE Voice
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 269 - CE Piano
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). *Music majors whose principal instrument is NOT piano or organ must enroll in MU 117 before MU 269. This course is repeatable for credit.

MU 270 - CE Organ
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 271 - CE Violin
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 272 - CE Viola
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 273 - CE Cello
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 274 - CE String Bass
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 275 - CE Guitar
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 276 - CE Flute
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 277 - CE Clarinet
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 278 - CE Oboe

1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 279 - CE Bassoon
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 280 - CE Saxophone
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 281 - CE Trumpet
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 282 - CE French Horn
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 283 - CE Trombone
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 284 - CE Euphonium
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 285 - CE Tuba
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 286 - CE Percussion
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 287 - CE Harp
1.00 credit. **(Creative Expression Core Course)** Applied Music Lesson. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 290 - Composition
1.00 credit. Development of skills in composing. Emphasis on creation of original works for a variety of media with performance as final product. **Prerequisite(s):* MU 101. For enrollment beyond two terms, MU 419 is required. Register by Instructor. This course is repeatable for credit.

MU 321 - Conducting I
2.00 credits. Instruction in the fundamentals of conducting. Topics include conducting techniques, instrumental and choral methods and problems, score reading, and interpretation. **Prerequisite(s):* MU 202 and MU 212, or permission of the instructor. Fall semester.

MU 322 - Conducting II
2.00 credits. A continuation of MU 321. **Prerequisite(s):* MU 321. Spring semester.

MU 330 - General Music Methods and Materials
2.00 credits. Preparation for students to teach elementary, middle and high school general music classes. Students are expected to plan and deliver general music lessons, interpret and apply contemporary music education pedagogies, and develop evaluative techniques and abilities that can be applied to the assessment of student progress and curriculum objectives. **Corequisite(s):* MU 331. Fall semester.

MU 331 - General Music Field Experience
1.00 credit. Practical application of the skills learned in MU 330. Observations and field placement in a general music setting is required. **Corequisite(s):* MU 330. **Signature Learning Experience: Field Placement.** Fall semester.

MU 332 - Music Technology
1.00 credit. Students develop and practice skills in music technology and technology needed for admittance to the education department. Students review current trends in music Computer Aided Instruction, develop skills in the use of audio- and video-recording equipment, and gain expertise in the use of various music production-related software and computer databases. Register by Instructor.

MU 333 - Choral Music Techniques and Materials
2.00 credits. Students learn to select, analyze and prepare appropriate choral literature. Future choral directors are expected to demonstrate proper vocal technique, appropriate strategies for guiding singers in a choral rehearsal and knowledge of administrative activities specific to choral directors. **Corequisite(s):* MU 334. Spring semester.

MU 334 - Choral Music Field Experience
1.00 credit. Practical application of all skills learned in MU 333. Observations and field placement in a secondary or community choral music setting will be required. **Corequisite(s):* MU 333. **Signature Learning Experience: Field Placement and Practicum.** Spring semester.

MU 353 - Clinical Improvisation and Composition I
2.00 credits. The first in a two-course sequence focusing on developing music improvisation and composition skills for use in the practice of music therapy. Basic improvisation skills on voice, piano and guitar will be addressed. Composition tasks will focus on song writing. **Prerequisite(s):* MU 218. Fall semester.

MU 354 - Clinical Improvisation and Composition II
2.00 credits. The second in a two-course sequence focusing on developing music improvisation and composition skills for use in the practice of music therapy. More advanced improvisation skills on voice, piano and guitar will be

addressed with more emphasis on the clinical context. Composition tasks will focus on adapting and arranging existing and original pieces for use in the clinic. **Prerequisite(s):* MU 353. Spring semester.

MU 355 - Practical Experiences II: Music Therapy
1.00 credit. Supervised field experiences (observation and participation) in an approved clinical facility. A minimum of 13 planned sessions involving client contact and weekly processing with a supervisor are required for each clinical experience. During this practicum, students will apply previously learned music therapy skills to a new population and continue to develop their professional, preparation, delivery, and documentation skills related to the practice of music therapy. **Prerequisite(s):* MU 253 and MU 254. **Signature Learning Experience: Field Placement and Practicum.**

MU 356 - Practical Experiences III: Music Therapy
1.00 credit. Supervised field experiences (observation and participation) in an approved clinical facility. A minimum of 13 planned sessions involving client contact and weekly processing with a supervisor are required for each clinical experience. During this practicum, students will apply previously learned music therapy skills to a new population. They will become more independent in the application of music therapy skills related to the preparation, delivery, and documentation of clinical work. **Prerequisite(s):* MU 355. **Signature Learning Experience: Field Placement and Practicum.**

MU 357 - Music Therapy Methods and Techniques III
3.00 credits. A study of various philosophies and practices of music therapy as related to the implementation of music therapy within specific clinical populations and preparation for clinical internship. Emphases are on the integration of the knowledge and skills associated with the practice of music therapy, verbal interaction skills, and interviewing for internships. **Prerequisite(s):* MU 253 and MU 254. Fall semester.

MU 358 - Psychology of Music and Research Methods I
3.00 credits. Beginning with a brief introduction to the research literature that the students read and an overview of the research process, the course then examines the literature on various topics related to acoustics and the psychology of music while discussing how the information applies to the practice of music therapy. Students review the literature on topics related to their chosen future research study, which will be conducted the following semester. **Prerequisite(s):* MU 253 and MU 254, MA 251, BIO 101 and BIO 201. Spring semester.

MU 360A - Chamber Music
0.50 credit. General chamber music course from which groups such as the Brass Chamber Ensemble (B), Woodwind Ensemble (C), Flute Choir (E), Percussion Ensemble (F), Piano Ensemble (P), String Ensemble (S), Vocal Ensemble (V), and Wind Ensemble (W) will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360B - Chamber Ensemble Brass
0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360C - Woodwind Ensemble
0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360E - Flute Choir
0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360F - Percussion Ensemble
0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360P - Piano Ensemble
0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360S - String Ensemble
0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360V - Vocal Ensemble
0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 360W - Wind Ensemble
0.50 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass. This course is repeatable for credit.

MU 361 - CE Concert Choir
1.00 credit. **(Creative Expression Core Course)** Acceptance based upon auditions by appointment. Several performances on campus each year, and this group performs in churches and schools on its annual tour. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 363 - CE Community Chorus
1.00 credit. **(Creative Expression Core Course)** Vocal ensemble open to any member of the student body and local community without audition. Literature performed will include works from the standard choral repertoire, contemporary selections, and music of varying cultures and periods. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 364 - CE Women's Chorus
1.00 credit. **(Creative Expression Core Course)** Vocal ensemble open to female members of the student body by audition. Literature performed will include works from the standard choral repertoire, contemporary selections, and music of varying cultures and periods. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 365 - CE Orchestra
1.00 credit. **(Creative Expression Core Course)** Open to all qualified students; acceptance subject to approval by Director. Presentation of several concerts during the year. String, chamber and full orchestra music is performed. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). *Pre/Corequisite(s): *Prerequisite for winds and percussion: permission of the instructor. This course is repeatable for credit.

MU 368 - Jazz Band
0.50 credit. The jazz band is open to all qualified students who play instruments which constitute a traditional big band. Acceptance is subject to the approval of the director. The jazz band performs at least one concert per semester on campus and may perform off-campus concerts. This ensemble typically goes on tour with the concert choir in the spring term. The band rehearses once weekly for two hours. Graded Pass/No Pass. This course is repeatable for credit.

MU 369 - CE Symphonic Band
1.00 credit. **(Creative Expression Core Course)** Open to all qualified students; acceptance subject to approval by Director. Performances include the annual winter and spring concerts and a number of off-campus appearances. Fulfills the Creative Expression requirement of the Core if taken for four semesters (or total of four credits when combined with other eligible applied music lessons or ensembles). This course is repeatable for credit.

MU 370-378 - Special Topics in Music
Variable credit. This sequence of courses permits the Department to offer courses that are not part of the regular curriculum. This course is repeatable for credit.

MU 419 - Counterpoint
2.00 credits. A study of contrapuntal techniques of the 16th through 20th centuries through representative composers and original compositions. **Prerequisite(s):* or **Corequisite(s)*: MU 204. Fall semester.

MU 431 - Piano Methods and Materials I
2.00 credits. Modern methods in teaching piano to children, youth and adults. Course includes a survey of teaching materials for various stages of progress, teaching demonstrations, and experience. **Prerequisite(s):* Two semesters of MU 269.

MU 432 - Piano Methods and Materials II
2.00 credits. A continuation of MU 431. **Prerequisite(s):* MU 431.

MU 433 - Instrumental Music Techniques and Materials
2.00 credits. The development of instrumental teaching skills for individual, small group and ensemble instruction will be the focus of this course. Philosophical considerations related to the role of instrumental music education and applications of Music Learning Theory provides the framework for this course. Selection of appropriate method book materials, ensemble literature and materials, rehearsal planning and techniques, and the development of a curricular approach to performance ensembles will be emphasized. **Corequisite(s):* MU 434. Fall semester.

MU 434 - Instrumental Music Field Experience
1.00 credit. This course will provide practical application of the skills learned in MU 433. Observation and field placement in an instrumental music setting will be required. **Corequisite(s):* MU 433. **Signature Learning Experience: Field Placement.** Fall semester.

MU 440 - Arranging
2.00 credits. Arranging and transcribing music for large and small ensembles. Class performance of student works is combined with a study of the characteristics of the human voice and each standard orchestral instrument/instrumental group. **Prerequisite(s):* MU 204.

MU 441 - History of Early Music
2.00 credits. A broad chronological study of the technical, stylistic and social/historical developments related to Western music and musicians, beginning with the music of the ancient Greek civilizations and especially emphasizing the development of polyphony until about the year 1600. **Prerequisite(s):* MU 102, or permission of the instructor. Spring semester.

MU 454 - Psychology of Music and Research Methods II
3.00 credits. A continuation of MU 358. Students will develop a more specific understanding of the concepts involved in conducting, reading and evaluating research in music therapy. Students will apply the concepts to the studies they designed the previous semester while conducting these studies. A few topics related to acoustics and the psychology of music also are included. **Prerequisite(s):* MU 358. **Signature Learning Experience: Supervised Research.** Fall semester.

MU 457 - Practical Experiences IV: Music Therapy
1.00 credit. Supervised field experiences (observation and participation) in an approved clinical facility. A minimum of 13 planned sessions involving client contact and weekly processing with a supervisor are required for each clinical experience. During this practicum, students will apply previously learned music therapy skills to a new population. They will further develop their independence in the application of music therapy skills related to the preparation, delivery, and documentation of clinical work. **Prerequisite(s):* MU 356 and MU 357. **Signature Learning Experience: Practicum.**

MU 458 - Practical Experiences V: Music Therapy
1.00 credit. Supervised field experiences (observation and participation) in an approved clinical facility. A minimum of 13 planned sessions involving client contact and weekly processing with a supervisor are required for each clinical experience. During this practicum, students will apply previously learned music therapy skills to a new population. By the end of this practicum, they will display a level of independence in music therapy skills related to the preparation, delivery, and documentation of clinical work that demonstrates readiness for the clinical internship. **Prerequisite(s):* MU 457. **Signature Learning Experience: Practicum.**

MU 459 - Music Therapy Methods and Techniques IV
3.00 credits. A study of various philosophies, theories and practices as related to the implementation of treatment within music therapy. Emphasis is on the integration of the theories and concepts/skills associated with various music and non-music methods and techniques to the practice of music therapy, as well as professional employment issues. **Prerequisite(s):* MU 357.

MU 470-474 - Internship in Music
Variable (2.00 to 4.00) credits. An internship experience for students in a music setting, for music majors or minors, as approved by the music faculty. A maximum of four credit hours from Music 470-474 may count as music electives. Additional credits count as free electives. Signature Learning Experience: Internship. Register by Instructor. This course is repeatable for credit.

MU 475 - Professional Internship in Music Education
12.00 credits. Teaching experience and observation in elementary and secondary music classes. Instrumental and vocal emphases vary with student strengths and needs. **Corequisite(s):* ED 497. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor.

MU 478 - Non-Roster Professional Internship in Music Therapy
0.00 credit. A supervised practicum experience of varying length completed at a College-approved facility. The student is supervised by a board-certified faculty member from the Music Therapy program and an on-site board-certified music therapist. A minimum of 1,200 hours of clinical training is required at the completion of the internship. **Prerequisite(s):* Completion of all other Music Therapy degree requirements. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Offered as needed. Register by Instructor. This course is repeatable for credit.

MU 479 - Professional Internship in Music Therapy
0.00 credit. An approximately six-month, supervised practical experience with a board-certified registered music therapist in an AMTA-approved facility. Total number of clinical training hours must equal 1,200. Taken only after completion of all other Music Therapy degree requirements. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

MU 480-489 - Independent Study in Music
Variable credit. Individual students are offered opportunities for musical composition, arranging, performance or research under faculty supervision. **Prerequisite(s):* Approval of Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

MU 490 - Independent Research in Music
Variable (1.00 to 4.00) credit(s). An independent research project in music under the close supervision of a faculty member. Topics for research are chosen in an area of interest to both persons. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

MU 495 - Seminar in Musicology
2.00 credits. A capstone course for all Music majors offering experience in the techniques of research about music, including bibliography, analysis of materials, and communication of conclusions. A substantial research project is required. **Prerequisite(s):* Junior standing in music; completion of all music courses in basic musicianship: MU 203, MU 204, MU 212, and MU 218. **Signature Learning Experience: Supervised Research.** Fall semester.

Theatre Courses

TH 105 - HUM Introduction to Theatre
4.00 credits. **(Humanities Core Course)** An introduction to the various interrelated arts and disciplines that make up theatre performance and production, such as acting, playwriting, directing and design. Emphasis is on history, literature and theory as realized in performance. Texts provide a common language for discussion, and further support is drawn from videos, script analysis and play attendance.

TH 155 - CE Stagecraft
4.00 credits. **(Creative Expression Core Course)** An introductory course in the technical aspects of theatrical production, with emphasis placed on scenic and lighting technology. Students develop an understanding of basic and intermediate-level production techniques while becoming familiar with the tools, hardware and theory related to contemporary theatrical practice. Multiple hands-on projects focusing on theatrical design, carpentry, rigging, painting, electrical wiring and properties artistry afford opportunities to link creative, cognitive reasoning with

acquired skills. **A weekly two-hour lab is required to satisfy the Creative Expression Core and the Stagecraft program requirement for either a theatre major or theatre minor.** **Corequisite(s):* TH 155L. Fall semester.

TH 155E - Stagecraft - Theatre Endorsement
2.00 credits. An introductory course in the technical aspects of theatrical production, with emphasis placed on scenic and lighting technology. Students develop an understanding of basic and intermediate-level production techniques while becoming familiar with the tools, hardware and theory related to contemporary theatrical practice. Multiple hands-on projects focusing on theatrical design, carpentry, rigging, painting, electrical wiring and properties artistry afford opportunities to link creative, cognitive reasoning with acquired skills. The Theatre Endorsement Program is open to all students with a declared education major ONLY. **Students pursuing a Theatre major or minor must enroll in the four-credit version of Stagecraft. They are prohibited from enrolling in the endorsement program.** Fall semester.

TH 165 - CE Basic Acting
4.00 credits. **(Creative Expression Core Course)** Theory and practice of the art and craft of the stage actor are addressed. Skills are developed in voice, body movement, script analysis, and style and theory are examined. Students participate in projects requiring the memorization, creation and presentation of scenes.

TH 210 - NCH World Cinema, World War II to the 21st Century
4.00 credits. **(Non-Western Cultural Heritage Core Course)** This course will examine feature films from countries other than the United States, from 1945 to the present day, so that students can be exposed to unfamiliar film traditions and thus expand their cultural literacy in world cinema; examine the films as artifacts of their respective cultures; learn about the cross-currents of influence between film, popular culture, and history in the post-World War II period; and develop a greater critical aesthetic appreciation of film to apply to their own viewing.

TH 230 - Movement for the Actor
4.00 credits. This course is designed to expand awareness of the actor's body as an effective, clear means of communicating character and given circumstances, of cultivating the ability of the body to be affected by emotion and ideas, and of mining its ability to put objectives into active play. Experiential exercises develop the body's readiness and expressiveness. **Prerequisite(s):* TH 165. Register by Instructor. Alternate spring semesters

TH 235 - Voice for the Actor
3.00 credits. Study and exercises in vocal production and delivery, including breathing, abdominal support, muscularity, inflection, and resonance, to develop clear articulation, projection, and otherwise effective speech in the theatre; and the application of those skills to the interpretation and performance of plays, including phonetics, analysis of verse and prose, rhyme, figures of speech, and scansion for meter. We will focus on speaking Shakespeare's works, but will include material from other dramatic writers. **Prerequisite(s):* TH 165. Register by Instructor. Alternate spring semesters

TH 240 - Playwriting
3.00 credits. The study of the tools and techniques of creative writing for the theatre. Students will develop scripts that may receive staged readings or short play festival productions. Register by Instructor. Alternate fall semesters.

TH 255 - CE Fundamentals of Theatrical Design
4.00 credits. **(Creative Expression Core Course)** This course offers an introduction to the four major areas of theatrical design: scenery, lighting, costume and sound. Using theatrical texts as a springboard for the development of theoretical design work, students develop their own aesthetic sensibilities and the visual and verbal skills to express themselves in terms of basic theatrical design. While this course utilizes hands-on artistic techniques, a thinking, curious mind is the primary tool. Alternate spring semesters.

TH 260 - From Shakespeare to Sitcom
3.00 credits. This course is comprised of a 14-day international trip to Italy. It is an investigation into the society, customs, and culture of the Italian Renaissance (1450-1650) and the ways in which it contributed to the development of that era's popular entertainment -- the Italian theater form *Commedia dell'Arte.* In turn, we examine how commedia has given rise to modern forms of Western popular entertainment. This course is open to all majors upon approval by the instructor.

TH 305 - Theatre Methods
2.00 credits This course will prepare the future theatre educator to teach theatre arts and drama in various educational environments. Students will acquire knowledge about child development, legal and professional obligations of the theatre teacher, and varied pedagogical approaches to theatre education. Much of the course will focus on creative drama processes - engagement in theatre without and end product in mind - to supplement more traditional production-based skills. Students will explore strategies for communicating script development, improvisation, and other theatrical skills to students across grades K-12, and will be mindful of adapting content to be inclusive and developmentally appropriate. The course requires dedicated time in a field placement setting to demonstrate course competencies.

TH 310 - Theatre History
4.00 credits. A survey of world theatre from its roots in ritual and storytelling up to and including the present day. The course will focus on non-dramatic aspects of the theatre: acting, directing, design, architecture, audience, management, governmental control, and the historical and social contexts of the various periods in which theatre has thrived and which the theatre has reflected. **Prerequisite(s):* TH 105. Alternate spring semesters.

TH 315 - Advanced Stagecraft
3.00 credits. The study and application of the more advanced techniques, skills, and methods used in theatrical production. Through in-class instruction and project work, students will be exposed to a variety of construction methods and theatrical effects. This course will focus primarily on prop construction, theatrical rigging, metalwork/welding, and scenery movement. **Prerequisite(s):* TH 155. Alternate spring semesters.

TH 320 - Directing for the Theatre
4.00 credits. A focus on the technique and practice of directing for the theatre. Students analyze dramatic literature with respect to historical context, structure and performance conceptualization. Directing methods are explored, as are the use of space, staging, rhythm, tempo and pace. Students put theory into practice by directing a short play at the end of the semester. **Prerequisite(s):* TH 105 and TH 165. Register by Instructor. Alternate fall semesters

TH 325 - Voice Acting
2.00 credits. In this course, students will learn how to focus their vocal skills for the growing field of voice acting. Students will learn how to adjust the voice for commercial, narrative, and animation voice acting, recording demos for use in auditions. They will also learn how to identify the opportunities available in voice acting and will also begin to engineer their own recordings for maximum quality and adaptability to the various voice formats.
*Pre/Corequisite(s): TH 165 and TH 235, or permission of instructor. Alternate Fall semesters.

TH 340 - Modern and Contemporary Drama: From Realism to the Present
3.00 credits. A study in comparative drama and theory of the modern era, from the 19th century beginnings of realism, through expressionism and the theatre of the absurd, and to the eclectic work of the contemporary theatre. **Prerequisite(s):* TH 105. Alternate spring semesters.

TH 350 - Design and Production Practicum
Variable (0.00 to 1.00) credit. An opportunity for students to earn credit for significant design and production work. Students work on projects ranging from lighting, costume or scenic design to stage management, master electrician or public relations. Students may register with or without credit for the established theatre practicums organized under faculty supervision; registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty directors. **Signature Learning Experience: Practicum.** Register by Instructor.

TH 355 - Theatrical Design Studio
3.00 credits. This primary design component addresses the elements of design and composition in the areas of scenery and lighting. Projects in drafting, rendering and model construction afford students opportunity to test theory with practice. Each student completes a final project in one design area. **Prerequisite(s):* TH 155 or TH 255, or permission of the instructor. Alternate fall semesters

TH 360 - Performance Practicum
Variable (0.00 to 1.00) credit. An opportunity for students to earn credit for significant performance work. Students work under the supervision of a faculty or student director for one of the program's productions. Students may register with or without credit for the established theatre practicums organized under faculty supervision; registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty directors. **Signature Learning Experience: Practicum.** Register by Instructor.

TH 370-378 - Special Topics in Theatre
Variable credit. This sequence of courses permits the Department to offer courses that are not part of the regular curriculum. This course is repeatable for credit.

TH 405 - Senior Project in Theatre
2.00 credits. The capstone course for the major, the project is intended to be completed in the student's area of concentration. It can include a realized project in acting, design, direction, playwriting or management; or a project in historical research and writing. Projects must be proposed and accepted the semester before the student's senior year. **Prerequisite(s):* All theatre core course work and 50 percent of concentration course work must be completed. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Offered as needed

TH 420 - Professional Preparation for Acting
2.00 credits. This course will introduce performance majors to the acting industry with the goal of improving students' knowledge of graduate school and professional opportunities, resumes, headshots, unions, agents and managers. Students will also research living expenses and other requirements of pursuing theatrical work in an American city. In addition, they will build on their previous acting training to better select and perform material for auditions. **Prerequisite(s):* TH 165, and TH 230 or TH 235, or permission of instructor. Alternating Fall semesters.

TH 470-474 - Internship in Theatre
Variable (1.00 to 4.00) credit(s). An internship experience for students in a theatrical setting, for theatre majors or minors, as approved by the theatre faculty. A maximum of eight credit hours from Theatre 470-474 may count as theatre electives. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

TH 480-489 - Independent Study in Theatre
Variable credit. Independent Study in Theatre. **Prerequisite(s):* Permission of Program Director and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

TH 490 - Independent Research in Theatre
Variable (1.00 to 4.00) credit(s). An independent research project in theatre under the close supervision of a faculty member. Topics for research are chosen in an area of interest to both persons. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

Department of Health and Wellness

Lynch (Chair)

The Department of Health and Wellness's mission is to prepare students for a lifetime commitment to health, wellness, and physical activity. Courses in the Department: 1) develop positive attitudes and skills leading to physical fitness, health, and wellness; 2) develop discipline and commitment to goals and to personal standards such as sportsmanship and teamwork; and 3) develop self-care health practices to facilitate physical, emotional, and social well-being and quality of life.

No more than four credits of physical education courses may be counted toward the graduation credit requirement.

Physical Education and Health Courses

PE 100 - Pilates and Yoga
1.00 credit. This course introduces a fitness program that incorporates both pilates and yoga. Both pilates and yoga emphasize the balanced development of the body through core strength, flexibility, and awareness. Graded Pass/No Pass.

PE 105 - Swimming
1.00 credit. Instruction in the four basic strokes, survival swimming and water safety.

PE 106 - Water Aerobics
1.00 credit. Introduces the student to different means to obtain a cardiovascular workout in the water. Graded Pass/No Pass.

PE 110 - Being a Mental Health Ally
1.00 credit. Students will receive information about types of mental health concerns and mental health crisis situations. Discussion and activities in class will facilitate students' abilities to assist someone who is experiencing mental health concerns and help the person connect with resources. Information and discussions will facilitate increased awareness and decreased stigma about mental health topics.

PE 112 - Wellness and the College Student
2.00 credits. Students will gain an understanding of the eight dimensions of wellness with specific focus on health concerns for college students. Students will utilize health information to develop health promotion programming for the Elizabethtown College campus. Students will explore wellness topics including nutrition, physical activity, sexual health, healthy relationships, alcohol and drug use, sleep, stress, and mental health. Additionally, the class will examine leadership development, program planning, and evaluation for students interested in becoming a Student Wellness Advocate or Student Athlete Mentor.

PE 115 - Physical Fitness and Wellness
1.00 credit. Instruction in cardiovascular-type activities, strength, flexibility, weight control, nutrition, myths, physical activity, injury prevention and rehabilitation, safety, fitness equipment, stress, relaxation, games, exercises and the consumer-personalizing fitness, aerobic exercises.

PE 118 - Lifeguarding
1.00 credit. Provides lifeguard candidates and current lifeguards with the knowledge and skills necessary to keep the patrons of aquatic facilities safe in and around the water. Includes instruction in lifeguarding skills, CPR for the professional rescuer and first aid. Graded Pass/No Pass. Additional fee.

PE 119 - Scuba
1.00 credit. A total introduction to the use of scuba equipment and safety; includes work in the pool and classroom. Provides deep water dive certification by the Professional Association of Diving Instructors (PADI). Graded Pass/No Pass. Additional fee.

PE 120 - Aerobics
1.00 credit. Inspiration - perspiration: a diversified fitness program that will give a complete workout. Graded Pass/No Pass.

PE 125 - Tennis
1.00 credit. Rules, playing techniques and skill development.

PE 130 - Introduction to Coaching: A Servant Leadership Approach
2.00 credits. Students will be able to demonstrate the skills and knowledge needed to lead and coach an athletic team at the high school or college level. Each student will develop a coaching philosophy that will address the key components needed to be successful, not only in terms of wins and losses, but also in the area of character development of athletes.

PE 135 - Sports Medicine
2.00 credits This course is designed to introduce the essentials and basics of sports medicine to the students of Elizabethtown College. Basic concepts involve overview of human anatomy and movement systems, first aid and wound care, injury prevention, evaluation, management, and rehabilitation, as well as emergency response, sports psychology, and sports nutrition.

PE 137 - Outdoor Recreation
1.00 credit. Introduction to hiking, camping, orienteering and wilderness survival skills. Additional fee. Graded Pass/No Pass.

PE 140 - Bowling
1.00 credit. Rules, playing techniques and skill development. Additional fee. Graded Pass/No Pass.

PE 146 - Racquetball
1.00 credit. Rules, playing techniques and skill development.

PE 150 - Volleyball
1.00 credit. Rules, playing techniques and skill development.

PE 161 - Adapted Physical Education 1
1.00 credit. Individual activity or collective exercise adapted to needs and abilities of the student. Graded Pass/No Pass. Register by Instructor.

PE 165 - Golf/Badminton
1.00 credit. Rules, playing techniques and skill development.

PE 175 - Archery/Badminton
1.00 credit. Rules, playing techniques and skill development.

PE 185 - Basketball
1.00 credit. Rules, playing techniques and skill development.

PE 190 - Horsemanship
1.00 credit. Basic riding positions, balance and equine safety. Discuss equine behavior, care, tack, styles and management. Graded Pass/No Pass. Additional fee.

PE 194 - Skiing
1.00 credit. Graded Pass/No Pass. Additional fee.

PE 195 - Soccer
1.00 credit. Rules, playing techniques and skill development.

PE 218 - Water Safety Instruction
1.00 credit. This course follows American Red Cross certification procedures. Graded Pass/No Pass. Additional fee.

Department of History

Kenley (Chair), Brown, Schields, Newsome, Nolt, Strikwerda

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The study of history is a valuable component of a liberal arts education as it emphasizes critical thinking, clear writing, and cultural awareness. Historians utilize different approaches to analyzing texts, they work with various types of evidence, and they conceptualize the past and pass on that information. They come to appreciate the richness in the human experience through both time (historical eras) and space (geographic regions).

The Department's program has particular strengths in United States, European, and Asian history. It is designed to prepare students for further study in a variety of disciplines, including history, archaeology, education, law, library science, museum studies, and government.

Majors Offered

The Department offers a major in History and participates in the Social Studies Education Program that prepares students to teach in secondary schools.

Combinations with other programs that allow the student to major in history and to pursue training for other careers are possible. For example, a student may major in history and also take a recommended program of courses in such disciplines as business, political science, or legal studies.

Minors Offered

The Department offers a History minor.

Honors in the Discipline

The Department of History participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

History (B.A.)

Student Learning Outcomes for History:

Students will be able to:

- Draw effectively on primary and secondary sources to analyze historical developments in the U.S., Europe, and/or non-western world.
- Analyze major issues in historiography.
- Communicate effectively orally and in writing, as appropriate to the discipline of history.

The History major requires 40 credits of course work:

Surveys - One course must be taken in two of the three following areas of emphasis

- HI 101 - HUM United States History to 1877 or
- HI 102 - HUM United States History Since 1877

- HI 111 - NCH History of Pre-Modern Asia or
- HI 112 - NCH History of Modern Asia

- HI 114 - WCH Western Civilization I or
- HI 115 - WCH Western Civilization II

Electives - No more than one may be at the 100-level

- Four History electives

Upper Division - All courses must be at the 300-level

- One U.S. History course
- One European History course
- One Non-Western History course

Capstone - Enrollment limited to seniors

- HI 450 - Topics in Historiography

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- HI 111 - NCH History of Pre-Modern Asia **Or**
- HI 112 - NCH History of Modern Asia

- HI 114 - WCH Western Civilization I **Or**
- HI 115 - WCH Western Civilization II

- Power of Language: Other Core course (4 credits)
- 100/200- Level History Elective course (4 credits)
- Two Elective courses (8 credits total)

Second Year Suggested Courses:

- HI 101 - HUM United States History to 1877 **Or**
- HI 102 - HUM United States History Since 1877

- 200/300/400- Level History Elective course (4 credits)
- 200/300/400- Level US History Elective course (4 credits)

- MA 121 - MA Calculus I **Or**
- MA 251 - MA Probability and Statistics

- Natural and Physical Science Core course (with lab component) (4 credits)
- Social Science Core course (4 credits)
- Two Elective courses (8 credits total)

Third Year Suggested Courses:

- 200/300/400- Level Non-Western History Elective course (4 credits)
- 200/300/400- Level European History Elective course (4 credits)
- Guided-Writing and Research Core course (4 credits)
- Natural and Physical Science Core course (3-4 credits)
- 200/300/400- Level History Elective course (4 credits)
- Two Elective courses (8 credits total)

Fourth Year Suggested Courses:

- HI 450 - Topics in Historiography
- Two 200/300/400- Level History Elective courses (8 credits total)
- Five Elective courses (20 credits total)

History and Social Studies Education Double Major Track:

The requirements for the History major in the History and Social Studies Education double major track are listed below. The Social Studies Education requirements are listed separately.

- HI 101 - HUM United States History to 1877
- HI 102 - HUM United States History Since 1877

- HI 114 - WCH Western Civilization I or
- HI 115 - WCH Western Civilization II

- HI 224 - Pennsylvania History and Government for Social Studies Educators (ED 224)
- ED 226 - World Geography for Social Studies Educators

- 20 credits of electives, no more than one course at the 100-level and can include as many as two of the following 2-credit Public Heritage courses:
- PHS 201 - Elizabethtown History: Campus and Community (HON 201)

- PHS 202 - Museum Studies and Museum Education
- PHS 203 - Archival Resources and Digital Humanities

Notes:

Students pursuing a major in History may double major in Social Studies Education. Students electing to double-major may take up to 20 credits in up to two semesters (fall or spring) at Elizabethtown College without paying a credit overload fee.

Academic Minors

History Minor

The History minor requires successful completion of six courses:

One course must be taken in two of the following three groups:

- HI 101 - HUM United States History to 1877 or
- HI 102 - HUM United States History Since 1877

- HI 111 - NCH History of Pre-Modern Asia or
- HI 112 - NCH History of Modern Asia

- HI 114 - WCH Western Civilization I or
- HI 115 - WCH Western Civilization II

Four History electives:

No more than one course may be at the 100-level. At least two courses must be at the 300-level. Enrollment for 300- and 400-level courses limited to students with sophomore status or above.

History Courses

HI 101 - HUM United States History to 1877
4.00 credits. **(Humanities Core Course)** This course traces the foundations of early American history from the Age of Discovery through the Civil War era. Included will be examinations of colonial society, the causes and consequences of the American Revolution, the rise of mass democracy, and the growing sectionalism that tore the nation apart in 1861.

HI 102 - HUM United States History Since 1877
4.00 credits. **(Humanities Core Course)** This course examines the history of the United States from America’s late nineteenth century industrial revolution to 9/11 and its aftermath. Emphasis will be on the nation’s rise as an economic and military superpower, its political development, and its multicultural identity.

HI 111 - NCH History of Pre-Modern Asia
4.00 credits. **(Non-Western Cultural Heritage Core Course)** This course examines the history of Asia up to 1500. There will be a focus on cross-cultural contacts within Asia and with the larger world. By semester's end, students

will have a factual understanding of Asia's role in the international community, including the cultural, political, intellectual and economic factors that have influenced this region's history. They also will learn to critically evaluate historical materials relevant to the study of Asia. **Prerequisite(s):* Power of Language English Core course.

HI 112 - NCH History of Modern Asia
4.00 credits. **(Non-Western Cultural Heritage Core Course)** This course examines the history of Asia from approximately 1500 until the present day. It will focus on cross-cultural contacts within Asia and with the West. By semester's end, students will have a better appreciation of Asia in our international community, and will better understand the cultural, political, intellectual and economic factors that have influenced this region's history. **Prerequisite(s):* Power of Language English Core course.

HI 114 - WCH Western Civilization I
4.00 credits. **(Western Cultural Heritage Core Course)** This course will examine the evolution of Western civilization from its origins in ancient Mediterranean communities (c. 3000 BCE) to the end of the Thirty Years' War (1648). Emphasis will be placed on the role of politics, economics, culture, religion, and ideology in shaping European societies.

HI 115 - WCH Western Civilization II
4.00 credits. **(Western Cultural Heritage Core Course)** An exploration of historical developments that dominated Western civilization from 1500 through the present. Emphasis will be placed on the role of politics, economics, culture, religion and ideology in shaping modern society in Europe and the United States.

HI 209 - Nineteenth-Century Europe
4.00 credits. This course examines political, economic, social, and cultural developments in Europe from 1815 to 1914. Emphasis will be placed on the industrial revolution, conservatism, liberalism, socialism, romanticism, nationalism, imperialism, anti-Semitism, romanticism, realism, and modernism.

HI 210 - Twentieth-Century Europe
4.00 credits. This course examines political, economic, social, and cultural developments in Europe from 1914 to the present. Emphasis will be placed on World War I, the Russian Revolution, Fascism, Nazism, Communism, World War II, the Cold War, decolonization, the collapse of Communist regimes in Eastern Europe, and the evolution of the European Union.

HI 224 - Pennsylvania History and Government for Social Studies Educators (ED 224)
4.00 credits. This course surveys political, economic, social and cultural developments in the Commonwealth from Penn's Charter until the present day, with special consideration of the key topics covered under the PDE standards for the Early Adolescent and Adolescent educators. Agriculture, technology, ethnicity and immigration, urbanization, civics, government and democratization are central themes. This course examines major historical themes and, where applicable, introduces key historiographical concepts and debates. **Prerequisite(s):* ED 105, and ED 150 or ED 151. Provisional or formal acceptance into Education Program required. Fall semester.

HI 225 - History of Modern Japan
4.00 credits. This course traces Japan's history from the period of the Meiji Restoration in the mid-19th century to the present period. Upon completion of the course, the student will be able to describe, explain and analyze diplomatic, political, social, economic and technological interactions between Japan and its Asian neighbors as well as between Japan and the West for the modern period.

HI 226 - History of Modern China
4.00 credits. This course traces China's history from the turbulent close of the dynastic era at the end of the 19th century through the present Communist period. Upon completion of the course, the student will be able to describe, explain and analyze diplomatic, political, social, economic and technological interactions between China and its Asian neighbors as well as between China and the West for the modern period.

HI 230 - American Minds I - From Puritanism to Transcendentalism
4.00 credits. This course explores the development of American thought from the era of New England Puritanism to the age of sectionalism and Civil War. It will center on close readings of classic texts, essays and speeches penned by a number of significant thinkers including Anne Hutchinson, Thomas Paine, Henry David Thoreau, Harriet Jacobs, and Herman Melville. An analysis of "native" ideas, the class offers students fresh and original ways to think about the American past.

HI 231 - American Minds II - From Victorianism to Multiculturalism
4.00 credits. This course explores the development of American ideas from the post-Civil War Victorians to contemporary debates over multiculturalism and postmodernism. It will center on close readings of "classic" and controversial texts written by such original thinkers as Henry Adams, W.E.B. Du Bois, Charlotte Perkins Gilman, Reinhold Niebuhr and Richard Rorty.

HI 235 - SSC Citizenship and Conscience
4.00 credits. **(Social Science Core Course) *A Guided Writing and Research Course.** Explores issues of citizenship and civic responsibility through the lens of religious minorities—Amish, Brethren, Mennonites, and Hutterites—whose pacifist commitments have often placed them in conflict with political systems in the United States, but have also often led them to defend religious liberty or advocate for social justice. Student will each choose a historical or contemporary case study to research, write, and present as an academic paper.

HI 303 - Jeffersonian America
4.00 credits. This course explores the formative years of the early American republic from the drafting of the Constitution to the age of sectionalism. Topics include the emergence of competitive political parties, the nation’s divided reaction to the French Revolution, the unexpected growth of popular democracy, the War of 1812, and the expansion of slavery across the country’s southwestern frontier. Enrollment limited to sophomore status or above.

HI 304 - Sectionalism and Civil War
4.00 credits. This course examines the causes, character, and consequences of America’s Civil War. Topics include the failure of antebellum politics, the centrality of the slavery “question,” arguments for and against secession, and an overview of the military campaigns that defeated the Confederacy. Enrollment limited to sophomore status or above.

HI 306 - Recent History of the U.S.
4.00 credits. An intensive analysis of the vexing economic, political, social and diplomatic forces responsible for shaping the American experience since 1900; conflicting interpretations emphasized. Enrollment limited to sophomore status or above.

HI 308 - History in Literature
4.00 credits. An exploration of recent history (1900-2000) through the novel. This course will analyze how race, myth, power and class in the modern world have been interpreted by writers from around the globe. It will further assess how literary movements have sometimes reflected and sometimes challenged the values of their societies. Enrollment limited to sophomore status or above.

HI 309 - American Intellectual History
4.00 credits. An examination of the major social and intellectual movements in the United States. Enrollment limited to sophomore status or above.

HI 311 - The Ancient World
4.00 credits. An examination of the history and interconnection of ancient regions, including Mesopotamia, Egypt, Assyria, Israel, Greece and Rome. Enrollment limited to sophomore status or above.

HI 312 - Rise of Europe, 400 - 1400
4.00 credits. An exploration of the growth of western Europe from its Greek and Roman heritage and the fall of Rome through the consolidation of the Church and Christianity, the rise of kingship and nationhood, the emergence of classes, and economic, social and cultural developments. Enrollment limited to sophomore status or above.

HI 315 - The Early Modern World: Religion, Renaissance and Encounter
4.00 credits. An examination of the religious, political, cultural and scientific changes in Europe between 1400 and 1750, with emphasis placed also on the Ottoman Empire, the encounter with America, the expansion into Asia and Africa, and other global realities. Enrollment limited to sophomore status or above.

HI 316 - The Enlightenment and French Revolution (1600-1800)
4.00 credits. An analysis of an emerging, world-dominating Europe, with emphasis on the Enlightenment, the nation-state, global conflicts, civil wars and revolutions, and social, cultural and economic developments. Enrollment limited to sophomore status or above.

HI 318 - Greater China
4.00 credits. In this course, we will trace the history of overseas Chinese communities during the modern era. Special attention will be paid to the Chinese communities in Hong Kong, Taiwan, Singapore and the United States. Upon completion of the course, each student will be able to describe, explain and analyze the effects of nationalism, citizenship and globalization on transnational groups in general and the overseas Chinese in particular. Enrollment limited to sophomore status or above.

HI 320 - Middle East in Modern Times
4.00 credits. This course examines the major political, social, economic, and intellectual movements that have shaped states and peoples in the modern Middle East. The class will survey the rise of Islam and the history of the region from the seventh through the eighteenth centuries, but primary attention will be devoted to the nineteenth and twentieth centuries, particularly the challenges presented by Euro-American encroachment and the Israeli-Palestinian Conflict. Enrollment limited to sophomore status or above.

HI 321 - North Africa in Modern Times
4.00 credits. This course examines the major political, social, economic, and intellectual movements that have shaped states and peoples in North Africa. The class will survey the rise of Islam and the history of the region from the 7th through the 18th centuries, but primary attention will be devoted to the 19th and 20th centuries, particularly the challenges presented by European colonialism and decolonization. Enrollment limited to sophomore status or above.

HI 323 - France Since 1815
4.00 credits. This course examines France since 1815 by focusing on political, economic, social, and cultural developments. Subjects covered include the Restoration, the industrial revolution, the Revolution of 1848, the Second Empire, the Commune, the Third Republic, imperialism, the Belle Époque, the First World War, the Great

Depression, the Popular Front, the Second World War, the Fourth Republic, the Fifth Republic, the Trente Glorieuses, urban expansion, decolonization, and immigration. Enrollment limited to sophomore status or above.

HI 324 - Empire and Nation in Eastern Europe
4.00 credits. This course examines the transition from empire to nation in East Central and Southeastern Europe by focusing on political, economic, social, and cultural developments. Subjects covered include the rise and collapse of the Austro-Hungarian and Ottoman Empires; the national states of the interwar years; the experiences of these states and peoples during World War II; the rise and fall of Communist regimes in East Central and Southeastern Europe; the disintegration of Yugoslavia; and the transition to parliamentary democracy and market economies in the years since 1989. Enrollment limited to sophomore status or above.

HI 325 - The Beatles: A Cultural History
4.00 credits. More than a popular musical group, the Beatles (c. 1960-1970), embodied many of the deep changes moving through Western culture in the sixties. Their "long" hair, androgynous look, and genius for producing sounds and lyrics that established rather then followed trends, were all part of the Beatles' mystique. This course will evaluate the Beatles' music and how it came to be associated with youth, liberation, "choice," and, various forms of protest.

HI 330 - Studies in U.S. History
4.00 credits. An analytical inquiry into special period and topics in US history, including but not limited to World War I and World War II. Enrollment limited to sophomore status or above. This course is repeatable for credit.

HI 331 - Peace and War in a Global World (INT 331, PCS 331)
4.00 credits. Students will learn essentials about the history of war and peacemaking since 1500, as well as key concepts such as the military revolution, just war, non-violence, the liberal or democratic peace, the Kantian triad, and the Confucian and Westphalia international relations systems.

HI 340 - Studies in European History
4.00 credits. An analytical inquiry into special periods and topics in European history, including courses on World War I and World War II. Enrollment limited to sophomore status or above. This course is repeatable for credit.

HI 360 - Italian Renaissance (ART 360)
4.00 credits. The Italian Renaissance seminar is an in-depth cultural history of the humanist movement in Italy from 1250 to 1550 and its impact on the fine arts, literature, politics, religion, education and science. The course includes reading and discussion of primary texts by Petrarch, Dante, Boccaccio, Alberti, Machiavelli, Da Vinci, Michelangelo and Vasari. Topics include the revival of Antiquity, the discovery of Nature, Statecraft, scientific innovation and new concepts of genius and creativity. **Prerequisite(s):* ART 155, ART 157, or HI 115. Enrollment limited to sophomore status or above.

HI 370-378 - Special Topics in History
Variable credit. Special subjects chosen as a response to student and faculty interest (e.g. Technology and American Society, and Urban History). Enrollment limited to sophomore status or above. This course is repeatable for credit.

HI 400 - Senior Honors Project
Variable (2.00 or 4.00) credits. Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester or semesters (no more than two) in which the research or creative project is initiated and/or completed. The total credit hours for the senior project shall not exceed 4 hours. Completion of this course does not assure recognition for Honors in the Discipline. See Department

Chair for additional information **Prerequisite(s):* Invitation to Honors in the Discipline Program. Enrollment limited to sophomore status or above. **Signature Learning Experience: Supervised Research.**

HI 450 - Topics in Historiography
4.00 credits. This course provides each student with the opportunity to think critically about the writing of history. It also allows each student to practice his or her communication skills, both verbally and in writing. Rather than reading simply for content, we will spend much of our time analyzing the various approaches to history. We will attempt to understand the assumptions, biases, and interpretive paradigms that underlie each of these approaches. In short, we will focus not on the "what" of history but on the "why" and "how." **Prerequisite(s):* History majors during the senior year. **Signature Learning Experience: Capstone Experience.**

HI 470-474 - Internship in Historical Studies
Variable (2.00 to 4.00) credits. This course provides students with applied field instruction in history. Forty hours of on-site work is required for every credit hour granted. In addition to on-site work, students will complete writing assignments designed to promote reflection on the work experience. Enrollment limited to sophomore status or above. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

HI 480-489 - Independent Study in History
Variable credit. Designed to offer an opportunity to use techniques of historical interpretation in specific problem areas. **Prerequisite(s):* Approval of the Department Chair, the Independent Study Committee, and permission of the instructor. Enrollment limited to sophomore status or above. Register by Instructor. This course is repeatable for credit.

HI 490 - Independent Research in History
2.00 to 4.00 credits. This independent research course focuses on a topic of mutual interest to the History major and Department mentor. Enrollment is limited to junior status and above. The course must be registered during the semester in which it will be completed. **Signature Learning Experience: Supervised Research.** Register by Instructor.

Public Heritage Studies

PHS 201 - Elizabethtown History: Campus and Community (HON 201)
2.00 credits. This research seminar will provide sophomores in the Honors program with an understanding of the practice of local history and an understanding of local history's relationship to other branches of historical studies as well as a wide variety of academic disciplines. The course is based on the study of local history as a means for Honors students to examine the people who built the local community while they, as sophomores, discern the path of their own educational and life journey. Honors students will research local history, write about local history, reflect on their research about local history and their own lives, and share their knowledge of local history and what they have learned about their own personal development both as individuals and as leaders on campus. Through the study of local history, students will gain an appreciation of the importance and context of place and how their own contributions impact the larger community. In keeping with the themes of real world learning, signature learning experiences, and community-based learning, students will have the opportunity to develop their own hands-on projects in areas such as oral history, archival research, and grant writing and personally engage with members of the campus and local communities through field trips, site visits, and guest lectures. As a primary feature of this course, the local community (the College campus, Elizabethtown Borough, and Lancaster County) will serve as a learning laboratory. Honors students will learn how to take notice of the environment in which they live, recognize how it developed, and offer ideas about how it should grow. **Signature Learning Experience: Community-Based Learning.** Graded Pass/No Pass.

PHS 202 - Museum Studies and Museum Education
2.00 credits. This course explores the history of museums as well as theory, methods, and debates within museum studies, with an emphasis on practical applications of learning. Particular attention is devoted to the development of collections and interpretive exhibitions as well as the engagement of audiences through educational programs. This course is suited to individuals seeking an overview of museum studies and an understanding of the ways in which museums position themselves as educational instructions.

PHS 203 - Archival Resources and Digital Humanities
2.00 credits. Students enrolled in this course will be introduced to the theoretical assumptions and methodologies associated with archival management, the digital humanities, and the intersection between the two (e.g., sharing archival sources in digital spaces).

Department of Mathematical Sciences

Doytchinov (Chair), Batakci, Hughes, McDevitt, Sanchis, Soltys, Thorsen

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The major programs in Mathematical Sciences are designed to prepare students either for graduate study of mathematics, for secondary teaching of mathematics, or for employment in fields that make heavy use of mathematics, such as actuarial science, engineering, or statistics. Service courses offered by Mathematical Sciences provide students in the physical, managerial, social, and life sciences with the mathematical tools essential for their respective fields. Some of these courses also satisfy the College Core requirement in the area of Mathematics. Core courses in Mathematics are designed to help students discover the cultural significance of mathematics and its contribution to the modern world and to promote the development of proficiency with deductive reasoning, problem-solving strategies, computational skills, and using mathematics to model real-world phenomena.

Majors Offered

The Department offers majors in Actuarial Science, Mathematical Business, and Mathematics. The Mathematics major offers three concentrations: Applied Mathematics, Pure Mathematics, and Mathematics Secondary Education.

Minor Offered

In addition to the three majors, the Department offers a Mathematics minor. The Department also participates in the interdisciplinary Data Analytics minor and the General Science minor.

Honors in the Discipline

The Department of Mathematical Sciences participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

Actuarial Science (B.S.)

Student Learning Outcomes for Actuarial Science:

Students will be able to:

- Use inductive or deductive reasoning to formulate and evaluate arguments.
- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.
- Combine and apply different strands of learning in a meaningful and substantial way.

Actuarial Science majors are required to take:

- MA 121 - MA Calculus I

- MA 122 - Calculus II
- MA 130 - Creative Problem Solving I
- MA 201 - Linear Algebra
- MA 222 - Calculus III
- MA 235 - Introduction to Mathematical Proofs
- MA 251 - MA Probability and Statistics
- MA 252 - Statistical Methods in Research
- MA 255 - Financial Mathematics
- MA 351 - Theory of Probability
- MA 352 - Mathematical Statistics
- MA 355 - Problem Solving in Actuarial Science

Two from the following:

- MA 457 - Investment and Financial Markets
- MA 458 - Long Term Actuarial Mathematics
- MA 459 - Short Term Actuarial Mathematics

- AC 101 - Introduction to Accounting
- EC 101 - SSC Principles of Macroeconomics
- EC 102 - SSC Principles of Microeconomics
- FIN 325 - Corporate Finance
- CS 121 - Computer Science I (should be taken as early as possible)

Also required:

- Evidence of successful completion, prior to graduation, of the Exam P or Exam FM examination of the Society of Actuaries (SOA). The completion of additional examinations is encouraged.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- AC 101 - Introduction to Accounting
- CS 121 - Computer Science I
- EC 101 - SSC Principles of Macroeconomics
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 130 - Creative Problem Solving I
- MA 262 - Financial Mathematics with Excel
- Natural and Physical Science Core course (4 credits)

Second Year Suggested Courses:

- EC 102 - SSC Principles of Microeconomics
- MA 201 - Linear Algebra
- MA 222 - Calculus III
- MA 235 - Introduction to Mathematical Proofs
- MA 251 - MA Probability and Statistics
- MA 252 - Statistical Methods in Research
- MA 255 - Financial Mathematics
- One Core course (4 credits)

Third Year Suggested Courses:

- DAT 200 - Data Analytics
- FIN 325 - Corporate Finance
- MA 351 - Theory of Probability
- MA 352 - Mathematical Statistics *
- MA 355 - Problem Solving in Actuarial Science
- MA 457 - Investment and Financial Markets *
- MA 459 - Short Term Actuarial Mathematics *
- Three Core/Elective courses (12 credits total)

Fourth Year Suggested Courses:

- DAT 300 - Big Data and Statistical Analysis
- DAT 315 - Machine Learning
- MA 458 - Long Term Actuarial Mathematics *
- MA 463 - Advanced Financial Mathematics with Excel
- Three Elective courses (12 credits total)

Notes:

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus AB Examination should be placed in MA 122 in the first semester and MA 222 in the second semester. Credit will be given for MA 121.

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus BC Examination should be placed in MA 222 in the first semester consider taking MA 201 in the second semester. Credit will be given for both MA 121 and MA 122.

A student who achieved a score of 4 or better on the College Board Advanced Placement Probability and Statistics Examination will receive credit for a 3-credit course that substitutes for MA 251.

Students considering an Actuarial Science major should not take MA 105 or MA 117.

All Actuarial Science majors should take a math course every semester, even if they have AP or transfer credit for one or more calculus courses.

A C- or better is required to advanced from MA 121 to MA 122 and from MA 122 to MA 222.

Courses with a * are offered every other year. Students should take them in their Junior or Senior year.

Mathematical Business (B.S.)

Student Learning Outcomes for Mathematical Business:

Students will be able to:

- Use inductive or deductive reasoning to formulate and evaluate arguments.
- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.
- Combine and apply different strands of learning in a meaningful and substantial way.

Mathematical Business majors are required to take the following mathematics and computer science courses:

- CS 121 - Computer Science I
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 130 - Creative Problem Solving I
- MA 201 - Linear Algebra
- MA 222 - Calculus III
- MA 251 - MA Probability and Statistics
- MA 252 - Statistical Methods in Research

- MA 331 - Operations Research I or
- MA 332 - Operations Research II

Mathematical Business majors are also required to take the following business and economics courses:

- AC 101 - Introduction to Accounting
- AC 270 - Cost Management Accounting

- BA 215 - Principles of Marketing or
- BA 265 - Management and Organizational Behavior

- FIN 325 - Corporate Finance
- BA 330 - Legal Environment of Business

- EC 101 - SSC Principles of Macroeconomics or
- EC 102 - SSC Principles of Microeconomics

12 credits selected from:

- MA 235 - Introduction to Mathematical Proofs
- MA 255 - Financial Mathematics

- MA 262 - Financial Mathematics with Excel
- MA 351 - Theory of Probability
- MA 352 - Mathematical Statistics
- MA 458 - Long Term Actuarial Mathematics
- MA 459 - Short Term Actuarial Mathematics
- MA 460 - Numerical Methods and Matlab
- MA 463 - Advanced Financial Mathematics with Excel
- MA 470-474 - Internship in Mathematics
- MA 490 - Research in Mathematics
- CS 309 - Database Systems
- CS 310 - Web Development
- CS 409 - Advanced Database Systems
- EC 309 - Introduction to Mathematical Economics
- EC 410 - Econometrics
- MA 170/370 experimental course offerings upon approval by the Mathematical Business Program Advisor.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 130 - Creative Problem Solving I
- MA 262 - Financial Mathematics with Excel
- AC 101 - Introduction to Accounting

- CS 113 - NPS The Power and Beauty of Computing **Or**
- CS 121 - Computer Science I

- EC 101 - SSC Principles of Macroeconomics
- Natural and Physical Science Core course (4 credits)

Second Year Suggested Courses:

- AC 270 - Cost Management Accounting
- MA 201 - Linear Algebra
- MA 222 - Calculus III
- MA 235 - Introduction to Mathematical Proofs
- MA 251 - MA Probability and Statistics
- MA 252 - Statistical Methods in Research
- EC 102 - SSC Principles of Microeconomics

- One Core course (4 credits)

Third Year Suggested Courses:

- BA 215 - Principles of Marketing **Or**
- BA 265 - Management and Organizational Behavior

- BA 330 - Legal Environment of Business
- FIN 325 - Corporate Finance

- MA 331 - Operations Research I **Or**
- MA 332 - Operations Research II

- DAT 200 - Data Analytics
- Three Core/Elective courses (12 credits total)
- One Mathematic Elective course (4 credits)

Fourth Year Suggested Courses:

- CS 309 - Database Systems
- DAT 300 - Big Data and Statistical Analysis
- DAT 315 - Machine Learning
- MA 463 - Advanced Financial Mathematics with Excel
- Five Elective courses (20 credits total)

Notes:

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus AB Examination should be placed in MA 122 in the first semester and MA 222 in the second semester. Credit will be given for MA 121.

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus BC Examination should be placed in MA 222 in the first semester consider taking MA 201 in the second semester. Credit will be given for both MA 121 and MA 122.

Students considering a Mathematics major should not take MA 105 or MA 117.

All Mathematics majors should take a 4-credit math course every semester, even if they have AP or transfer credit for one or more calculus courses.

A C- or better is required to advance from MA 121 to MA 122 and from MA 122 to MA 222.

Mathematics (B.S.)

Student Learning Outcomes for Mathematics:

Students will be able to:

- Use inductive or deductive reasoning to formulate and evaluate arguments.

- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.
- Combine and apply different strands of learning in a meaningful and substantial way.

Mathematics majors are required to take a minimum of 52 credits in mathematics courses, including:

- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 130 - Creative Problem Solving I
- MA 201 - Linear Algebra
- MA 222 - Calculus III
- MA 235 - Introduction to Mathematical Proofs
- MA 301 - Abstract Algebra
- MA 351 - Theory of Probability
- MA 421 - Real Analysis
- MA 430 - Creative Problem Solving II
- CS 121 - Computer Science I (should be taken as early as possible)

As part of these requirements, students may elect one of the following concentrations:

Applied Mathematics concentration

The **Applied Mathematics concentration** provides a background in applied mathematics and statistics, enabling graduates to seek careers in government and industry, or to pursue graduate work in applied mathematics or statistics. The Applied Mathematics concentration requires:

- MA 252 - Statistical Methods in Research
- MA 321 - Differential Equations

- MA 331 - Operations Research I or
- MA 332 - Operations Research II

- At least four credits of acceptable mathematics electives (courses number 251 and above)

Pure Mathematics concentration

The **Pure Mathematics concentration** is designed to provide a foundation for successful graduate study in mathematics. The Pure Mathematics concentration requires:

- MA 341 - Modern Geometry
- MA 425 - Complex Variables
- MA 441 - Topology
- At least four credits of acceptable mathematics electives (courses numbered 251 and above)

If no concentration is selected:

- At least 12 credits from acceptable mathematics electives (courses numbered 251 and above)

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- CS 121 - Computer Science I
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 130 - Creative Problem Solving I
- Two Core courses (8 credits total)

Second Year Suggested Courses:

- MA 201 - Linear Algebra
- MA 222 - Calculus III
- MA 235 - Introduction to Mathematical Proofs
- MA 251 - MA Probability and Statistics
- MA 252 - Statistical Methods in Research
- MA 321 - Differential Equations
- Two Core courses (8 credits total)

Applied Mathematics concentration:

Third Year Suggested Courses:

- MA 351 - Theory of Probability
- MA 421 - Real Analysis *
- Five Core/Elective courses (20 credits total)
- One Mathematic Elective course (4 credits)

Fourth Year Suggested Courses:

- MA 301 - Abstract Algebra *
- MA 430 - Creative Problem Solving II
- Five Elective courses (20 credits)
- One Mathematic Elective course (4 credits)

Pure Mathematics concentration

Third Year Suggested Courses:

- MA 331 - Operations Research I **
- MA 421 - Real Analysis *

- MA 351 - Theory of Probability
- Four Core/Elective courses (16 credits total)

Fourth Year Suggested Courses:

- MA 301 - Abstract Algebra *
- MA 332 - Operations Research II **
- MA 430 - Creative Problem Solving II

Notes:

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus AB Examination should be placed in MA 122 in the first semester and MA 222 in the second semester. Credit will be given for MA 121.

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus BC Examination should be placed in MA 222 in the first semester consider taking MA 201 in the second semester. Credit will be given for both MA 121 and MA 122.

Students considering a Mathematics major should not take MA 105 or MA 117.

All Mathematics majors should take a 4-credit math course every semester, even if they have AP or transfer credit for one or more calculus courses.

A C- or better is required to advance from MA 121 to MA 122 and from MA 122 to MA 222.

*MA 301 and MA 421 are offered alternating years (MA 301 in odd years. MA 421 in even years.). Students are advised to take them during their Junior or Senior year.

**MA 332 is offered even-numbered years. MA 331, MA 441, MA 425, and MA 341 are offered odd-numbered years.

Mathematics - Secondary Education (B.S.)

Student Learning Outcomes for Secondary Education concentration:

Students will be able to:

- Use inductive or deductive reasoning to formulate and evaluate arguments.
- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.
- Combine and apply different strands of learning in a meaningful and substantial way.

The **Secondary Education concentration** (Mathematics Education) is required for secondary education certification. Students in this concentration are given a solid foundation in geometry, algebra and statistics essential for effective teaching and analysis of the secondary school mathematics curriculum. The required math courses will satisfy the requirement of two math courses for Education certification.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

Required courses:

- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 130 - Creative Problem Solving I
- MA 201 - Linear Algebra
- MA 222 - Calculus III
- MA 235 - Introduction to Mathematical Proofs
- MA 251 - MA Probability and Statistics
- MA 301 - Abstract Algebra
- MA 341 - Modern Geometry
- MA 351 - Theory of Probability
- MA 421 - Real Analysis
- MA 430 - Creative Problem Solving II
- At least four credits of acceptable mathematics electives (courses numbered above 251)
- CS 121 - Computer Science I
  (should be taken as early as possible)

Education Courses:

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- SED 222 - Foundations of Inclusive Education (MSE 522)

- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- Two English courses for Education certification, one literature and one writing (EN 100 or EN 150)
- Two Math courses for Education certification

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 130 - Creative Problem Solving I
- CS 121 - Computer Science I
- Power of Language Core course (4 credits)

Second Year Suggested Courses:

- SED 222 - Foundations of Inclusive Education (MSE 522)
- MA 201 - Linear Algebra
- MA 222 - Calculus III
- MA 235 - Introduction to Mathematical Proofs
- MA 251 - MA Probability and Statistics
- One Creative Expression Core course (4 credits)
- One Western Cultural Heritage Core course (4 credits)
- One Humanities Core course (4 credits)

Third Year Suggested Courses:

- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- MA 301 - Abstract Algebra
- MA 351 - Theory of Probability
- PHY 201 - College Physics I
- Natural and Physical Science Core course (4 credits)
- Non-Western Cultural Heritage Core course (4 credits)
- One Mathematics Elective course (4 credits)

Fourth Year Suggested Courses:

- MA 341 - Modern Geometry
- MA 421 - Real Analysis
- MA 430 - Creative Problem Solving II
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- One Social Sciences Core course (4 credits)

Notes:

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus AB Examination should be placed in MA 122 in the first semester and MA 222 in the second semester. Credit will be given for MA 121.

A student who achieved a score of 4 or better on the College Board Advanced Placement Calculus BC Examination should be placed in MA 222 in the first semester consider taking MA 201 in the second semester. Credit will be given for both MA 121 and MA 122.

PHY 201 is required and will fulfill one of the two Natural and Physical Sciences core requirements. Unless a student has a special interest in PHY 201, students are advised to wait to take PHY 201 until after they have completed MA 222.

Students considering a Mathematics Secondary Education major should not take MA 105 or MA 117.

All Mathematics Secondary Education majors should take a math course every semester, even if they have AP or transfer credit for one or more calculus courses.

A C- or better is required to advance from MA 121 to MA 122 and from MA 122 to MA 222.

Academic Minors

Mathematics Minor

In addition to the two majors, the Department offers a minor in Mathematics that requires:

- MA 121 - MA Calculus I
- MA 122 - Calculus II
- MA 201 - Linear Algebra
- MA 235 - Introduction to Mathematical Proofs
- Eight credits of mathematics electives MA 222 or higher

Honors Mathematics Courses

HMA 270 - HNR History of Mathematics
4.00 credits. This course will examine the history of mathematical thought from ancient times to the 20th century. Emphasis will be placed on the history of mathematical topics typically covered in the high school or early college curriculum. The course will seek to foster an appreciation of the great theorems of mathematics and the imagination

and brilliance of the mathematicians who conceived them. NOTE: This course will satisfy Mathematics Core AU for students enrolled prior to Fall 2013. Honors students only.

HMA 275 - HNR CE Mathematics in Music
4.00 credits. **(Creative Expression Core Course - Honors)** Participants will deepen and enrich their creative experience of music by learning about the principal ways that mathematical ideas are applied to the creation of music, and incorporating these ideas into their own creative repertoires. Of particular interest will be basic acoustical phenomena, tuning systems, and (especially) music theory and composition. Honors students only.

Mathematics Courses

MA 105 - Mathematics for Liberal Studies
4.00 credits. An introduction to mathematical structures and applications designed to help students understand the historical and contemporary role of mathematics in everyday life. The course includes a substantial review of algebraic concepts, and topics from other areas such as logic, set theory, number systems, probability, graph theory and matrix algebra. NOTE: This course will satisfy Mathematics Core AU for students enrolled prior to Fall 2013. Register by Instructor.

MA 117 - Concepts of Calculus
4.00 credits. Designed to give students in the biological, social and management sciences a firm working knowledge of calculus. The approach is intuitive, with emphasis on applications. Topics include differentiation, curve sketching, optimization, logarithmic and exponential functions, and integration. Note: Students who have received credit for MA 121 may not enroll in this course. NOTE: This course will satisfy Mathematics Core AU for students enrolled prior to Fall 2013.

MA 121 - MA Calculus I
4.00 credits. **(Mathematics Core Course)** A thorough introduction to the basic concepts and techniques of the differential and integral calculus of elementary functions, including a study of limits and continuity. Applications to the physical, biological and social sciences are studied in detail. **Corequisite(s):* MA 121L. Note: Students who have received four credits for MA 117 receive two credits for this course.

MA 122 - Calculus II
4.00 credits. A continuation of MA 121 involving the calculus of the trigonometric, exponential, logarithmic and rational functions. Analytic geometry in the plane, parametric equations, polar coordinates, sequences and series are included, and an in-depth study of integration is completed. **Prerequisite(s):* Grade of C- or better in MA 121.

MA 130 - Creative Problem Solving I
2.00 credits. An introduction to mathematical problem solving at the college level. Students are challenged to solve math problems using their own creativity instead of relying upon standard methods and algorithms, and to communicate their solutions clearly and concisely to others. Register by Instructor.

MA 200 - Applied Matrix Algebra
2.00 credits A presentation of the basic concepts and techniques of matrix algebra including vectors, matrices, determinants, systems of linear equations, eigenvectors, and linear transformations. Emphasis is placed on applications of matrix algebra to various fields. **Prerequisite(s):* MA 122.

MA 201 - Linear Algebra

4.00 credits. A presentation of the basic concepts and techniques of linear algebra including vectors, vector spaces, matrices, determinants, systems of linear equations, eigenvectors and linear transformations. Students will be expected to do mathematical proofs. **Prerequisite(s):* MA 122.

MA 205 - Mathematics for the Elementary Teacher
4.00 credits. A course designed to build understanding of K-8 math concepts. Students are required to explain their reasoning, learn multiple representations of concepts, and create alternative algorithms. Effective Fall 2014, students who have received academic credit for MA 206 are prohibited from registering in MA 205.

MA 222 - Calculus III
4.00 credits. A continuation of MA 122, that completes the topics of the calculus sequence, including three-dimensional analytic geometry, vectors and vector valued functions, and calculus of functions of several variables. **Prerequisite(s):* Grade of C- or better in both MA 121 and PHY 120 OR Grade of C- or better in MA 122.

MA 235 - Introduction to Mathematical Proofs
4.00 credits. Topics include logic, sets, functions, relations, mathematical induction, combinatorics and other counting techniques, graphs and trees. Special emphasis will be given to writing correct mathematical proofs. **Prerequisite(s):* MA 122. Spring semester.

MA 251 - MA Probability and Statistics
4.00 credits. **(Mathematics Core Course)** Covers the basic principles of descriptive statistics, experimental design and statistical inference. The primary objective of this course is to introduce students to statistical thinking and methodology, and their use in the natural and social sciences.

MA 252 - Statistical Methods in Research
4.00 credits. A second course in Statistics, introducing students to major statistical methods for research in the physical and life sciences, business, economics, and the social sciences. Topics include comparison of means, design of experiments and ANOVA, categorical analysis, regression, time series, and nonparametric methods. Statistical software is used, and students pursue a research project that requires statistical analysis, culminating in a written research report, and an oral presentation. **Prerequisite(s):* MA 251.

MA 255 - Financial Mathematics
4.00 credits. This course introduces the mathematical foundations of financial mathematics. Topics include time value of money; annuities; loans; bonds; general cash flows and portfolios; immunization; interest rate swaps; and determinants of interest rates. This course is aimed at students preparing for the Actuarial Examination FM **Prerequisite(s):* MA 121. Fall semester.

MA 260 - Introductory Mathematica and Cryptology
2.00 credits. This course provides an introduction to the use of Mathematica and elementary cryptology. Mathematica is powerful, all-purpose, mathematical software that can be used in a variety of academic, research, and business settings and its utility will be demonstrated in the context of historical encryption algorithms and public key cryptography.

MA 262 - Financial Mathematics with Excel

2.00 credits. In this course we will use Excel to study concepts and solve problems from financial mathematics. Topics will include: simple and compound interest, present and future value, discount rate, nominal rate, effective rate, force of interest, annuities, perpetuities, amortized loans, sinking funds, bonds, yield rate, and immunization. Spring semester.

MA 301 - Abstract Algebra
4.00 credits. A study of algebraic structures, such as groups, rings, integral domains, fields, polynomial rings and ideals. Also included are topics from number theory, divisibility, congruence and construction of number systems. Selected advanced topics - such as series of groups, Sylow Theorems, unique factorization domains, and field extensions - also will be covered. **Prerequisite(s):* MA 201 and MA 235. Odd years, Fall semester.

MA 321 - Differential Equations
4.00 credits. A study of analytical and numerical approaches to ordinary differential equations and related topics and applications including complex arithmetic, matrix algebra, Fourier series, Fourier transforms, Laplace transforms, mechanical vibrations, and RLC circuits. **Prerequisite(s):* Grade of C- or better in both MA 121 and PHY 120 OR Grade of C- or better in MA 122. Spring semester.

MA 331 - Operations Research I
4.00 credits. A study of mathematical techniques and models used to solve problems from business, management, and various other areas. Topics include the structure of linear programming, the simplex method to solve linear programming, sensitivity analysis, linear programming duality and complementary slackness, linear programming modeling techniques; blending problems, minimum cost network flow problems, transportation problems, shortest path problems, and the structure of integer programming modeling. **Prerequisite(s):* MA 201 or MA 321. Odd years. Spring semester.

MA 332 - Operations Research II
4.00 credits. A study of mathematical techniques and models used to solve problems from business, management, and various other areas. Topics include the branch-and-bound method, decision-making under uncertainty, two-person-zero sum games, Markov chains, basic dynamic programming, inventory problems, and Queuing theory. **Prerequisite(s):* MA 201 or MA 321. Even years. Spring semester.

MA 341 - Modern Geometry
4.00 credits. The concept of geometry as a logical system based upon postulates and undefined elements, along with an appreciation of the historical evolution of geometries. Topics include incidence geometries, planes and space, congruence, inequalities, parallel postulates, parallel projections, similarities, circles and additional theorems. **Prerequisite(s):* MA 235. Fall semester, odd-numbered years.

MA 351 - Theory of Probability
4.00 credits. A comprehensive development of the theory of probability. Topics include the basic principles of combinatorial analysis useful in computing probabilities, conditional probability, independence of events, Bayes' Rule, discrete and continuous random variables, jointly distributed random variables, expected values and variances, and limit theorems involving sums of independent random variables. **Prerequisite(s):* MA 222 and MA 235. Fall semester.

MA 352 - Mathematical Statistics
4.00 credits. A study of principles of statistical inference in the theory of statistics, with an emphasis on estimation, hypothesis testing and nonparametric statistics. The objective of this course is to build a solid undergraduate

foundation in statistical theory and to provide an indication of the relevance and importance of the theory in solving practical problems. **Prerequisite(s):* MA 201 and MA 351. Spring semester, even years.

MA 355 - Problem Solving in Actuarial Science
2.00 credits. Fundamental mathematical tools for quantitatively assessing and managing risk are developed. A basic knowledge of calculus and probability is assumed. Specifically geared towards the student's preparation for the Actuarial Examination P. **Prerequisite(s):* MA 351. Spring semester.

MA 370-378 - Special Topics in Mathematics
Variable credit. Topics of special interest to advanced undergraduate mathematics students. **Prerequisite(s):* Permission of the Department Chair. Register by Instructor. This course is repeatable for credit.

MA 400 - Senior Project
Variable (2.00 to 4.00) credits. An intensive, individual project, which must involve material not covered in regular course offerings, and be approved and guided by a faculty member. The student writes a paper (involving original exposition, original research or both) and presents her/his findings orally. To earn four credits for this course, a student must make an approved oral presentation outside of Elizabethtown College. Completion of this course does not assure recognition for Honors in the Discipline. **Prerequisite(s):* Permission of Instructor. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

MA 421 - Real Analysis
4.00 credits. A rigorous study of the fundamental concepts of analysis, including such topics as sequences of real numbers, limits, continuity, differentiation and integration. **Prerequisite(s):* MA 201, MA 222 and MA 235. Even years, fall semester.

MA 425 - Complex Variables
4.00 credits. A study of complex numbers, analytic functions, Cauchy's Theorem, the maximum modulus theorem, harmonic functions, power series, Laurent's series, calculation of residues, evaluation of real integrals, and conformal mappings. **Prerequisite(s):* MA 222 and MA 235. Spring semester, odd-numbered years.

MA 430 - Creative Problem Solving II
2.00 credits. A culmination of learning in the Mathematics major in which students integrate, synthesize, and apply concepts and techniques from required major courses to solve mathematical problems at an advanced level. **Prerequisite(s):* MA 235 and junior class standing or higher. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

MA 441 - Topology
4.00 credits. A rigorous introduction to the elements of point-set topology, including infinite cardinalities; abstract topological spaces; abstract continuity; separation and closure of sets in topological spaces; connectedness and compactness. More advanced topics in topology will be explored through required oral presentations. **Prerequisite(s):* MA 235. Spring semester, even-numbered years.

MA 457 - Investment and Financial Markets
4.00 credits. A comprehensive development of the theoretical basis of certain financial models used by actuaries. Topics include mean-variance portfolio theory; asset pricing models; market efficiency and behavioral finance; investment risk and project analysis; capital structure; forwards and futures; options; binomial pricing models; Black-Scholes option pricing model; Option Greeks and risk management. This course is aimed at students

preparing for the Actuarial Examination IFM. **Prerequisite(s):* MA 255. **Corequisite(s):* MA 351. **Signature Learning Experience: Capstone Experience.** Fall semester, odd-numbered years.

MA 458 - Long Term Actuarial Mathematics
4.00 credits. A comprehensive development of the theoretical basis of certain actuarial models and the application of long-term insurance. Topics include long-term insurance coverages; survival models and their estimation; present value random variables; premium calculation; reserves; pension plan and retirement benefits. This course is aimed at students preparing for the Actuarial Examination LTAM. **Prerequisite(s):* MA 255 and MA 351. **Signature Learning Experience: Capstone Experience.** Spring semester, odd-numbered years.

MA 459 - Short Term Actuarial Mathematics
4.00 credits. A comprehensive development of the various models useful for short term actuarial applications. Topics include severity models; frequency models; aggregate models; coverage modifications; risk measures; construction and selection of parametric models; credibility; insurance and reinsurance coverages; pricing and reserving for short-term insurance coverages. This course is aimed at students preparing for the Actuarial Examination STAM. **Prerequisite(s):* MA 255 and MA 351. *Signature Learning Experience: Capstone Experience.* Spring semester, even-numbered years.

MA 460 - Numerical Methods and Matlab
2.00 credits. A study of numerical methods using the powerful software package Matlab. Topics include solutions of nonlinear equations in one or more variables, optimization, interpolation, numerical differentiation and integration, matrix algebra, and differential equations. Emphasis is placed on the use of routines built into Matlab. **Prerequisite(s):* MA 201 or MA 321.

MA 463 - Advanced Financial Mathematics with Excel
2.00 credits. In this course we will learn to use advanced features of Excel to solve problems in mathematics. Topics will include Excel formulas, using the Solver, pivot tables, performing spreadsheet what-if analysis, graphing, and an introduction to VBA programming. **Prerequisite(s):* MA 122.

MA 464 - Geogebra
2.00 credits. In this course we will explore Geogebra, a free software package developed for teaching and learning mathematics in schools at both the high school and collegiate level. Topics will include geometric constructions, algebraic input, the spreadsheet feature, animations, custom tools, creating dynamic interactive worksheets for the web using Javascript, and creating slide shows for presentations. **Prerequisite(s):* MA 122.

MA 470-474 - Internship in Mathematics
Variable (0.00 to 8.00) credit(s). Opportunity for students to intern in a mathematical setting. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

MA 480-489 - Independent Study in Mathematics
Variable credit. **Prerequisite(s):* Approval of Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

MA 490 - Research in Mathematics
Variable (0.00 to 4.00) credit(s). An independent research project in mathematics under the close supervision of a faculty member. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

Department of Modern Languages

Barnada (Chair), Bhattacharya, Borilot, Harman, Linares-Farras, Lorenzen, Takahashi

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The study of a modern foreign language brings together practical training in language skills – understanding, speaking, reading, and writing – with an understanding of the sociology, history, and literature of the culture. The pragmatic virtues of a usable skill are joined with the humanistic values of liberal education.

The Department of Modern Languages offers programs of study that reflect its desire to encourage both mastery of one or more foreign languages and an overall appreciation of the cultural contexts in which they occur. The Department serves the Core Program, Bachelor of Arts degree major and minor language candidates, Bachelor of Arts in Spanish Education (PK-12) students, whose degree programs require studies in languages, and students who – for professional or personal reasons – wish to broaden their cultural and linguistic horizons.

Majors

The Department offers majors in French, German, Japanese, Spanish, and Spanish Education (PK-12). Language majors are required to participate in a BCA Study Abroad or another Department-approved program for one academic year or equivalent of two separate semesters. Non-majors who have completed 212 or above also are encouraged to participate in the BCA or approved study-abroad programs.

Minors

The Department of Modern Languages offers minors in French, German, Japanese, and Spanish.

General Information

All students with more than two full years of language preparation must take courses at the 112-level or above. The appropriate language level is determined by an online placement test. In the case of Chinese or Japanese placement, students must contact the Chinese or Japanese faculty.

If a student places into a modern language course at the 211-level or higher and earns a B- or better, then he or she will also receive credit for the previous course in the sequence. The course must be taken before the end of the student's second year. This policy is not applicable to native speakers who were formally educated in the language through the high school level.

Native and heritage speakers must contact the Department Chair, if they plan to take courses in their native or heritage language.

For further information, please consult the Modern Language Department's website or the Department Chair.

Honors in the Discipline

The Department of Modern Languages participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

French (B.A.)

Student Learning Outcomes for French:

Students will be able to:

- Communicate (speak and comprehend) at the Advanced level according to ACTFL guidelines.
- Write at the Advanced level according to ACTFL guidelines.
- Write a research project in French focused on reading primary and secondary sources in French.
- Use appropriately and explain most grammatical structures of the French language.
- Demonstrate an understanding and appreciation of the perspectives and products of the cultures studied in themselves and in comparison with their own culture.
- Read, analyze and interpret literary texts in terms of themes, characters, structure, style, and overall textual strategies, and situate those texts in their cultural contexts.

French majors must complete a minimum of 20 credits (four courses) in residency (200-level or above) and a minimum of 15 credits over two semesters in an approved study-abroad program.

In exceptional cases, certain double majors who can prove that they cannot otherwise satisfy all requirements of both majors may apply for an exception of one semester for the full-year study-abroad requirement. Any double majors granted this exception still must obtain a minimum oral proficiency rating of Advanced.

Majors must complete the following courses in residency

- FR 211 - PLO Intermediate French I
- FR 212 - PLO Intermediate French II
- Two 300-level elective courses
- FR 496 - French Senior Research Project I
- FR 497 - French Senior Research Project II

A minimum of 15 credits must be completed during a one-year (two-semester) study-abroad experience.

Students must complete courses at the 300 (advanced) level or above that include one conversation and composition in French; one French phonetics; one French history, art or culture; one French literature; and one French elective. After completing the required course work, majors must take an oral interview on campus and receive a minimum rating of advanced.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language
- EN 150 - PLE Advanced Writing and Language
- FR 211 - PLO Intermediate French I
- FR 212 - PLO Intermediate French II
- Four Core/Elective courses (16 credits)

Second Year Suggested Courses:

- FR 112 - PLO Elementary French II or
- FR 212 - PLO Intermediate French II or
- Any 300-level French course

Third Year Suggested Courses:

- 2 semesters abroad (or 1 semester, with departmental permission)

Fourth Year Suggested Courses:

- FR 496 - French Senior Research Project I
- FR 497 - French Senior Research Project II
- Six Core/Elective courses (24 credits total)

Notes:

Students with more than two years of French must take the online language placement exam before registering in a language course for academic credit, unless the student begins a new language. Students are not allowed to take FR 111 if they have completed high school level 3 or higher.

Language Incentive Placement Policy: Students who place into a modern language course at the 211-level or higher and earn a B- or better are eligible to receive credit for the previous course in the sequence.

German (B.A.)

Student Learning Outcomes for German:

Students will be able to:

- Communicate (speak and comprehend) at the Advanced level according to ACTFL guidelines.
- Write at the Advanced level according to ACTFL guidelines.
- Write a research project in German focused on reading primary and secondary sources in German.
- Use appropriately and explain most grammatical structures of the German language.
- Demonstrate an understanding and appreciation of the perspectives and products of the cultures studied in themselves and in comparison with their own culture.

- Read, analyze and interpret literary texts in terms of themes, characters, structure, style, and overall textual strategies, and situate those texts in their cultural contexts.

German majors must complete a minimum of 20 credits (four courses) in residency (200-level or above) and a minimum of 15 credits over two semesters in an approved study-abroad program.

In exceptional cases, certain double majors who can prove that they cannot otherwise satisfy all requirements of both majors may apply for an exception of one semester for the full-year study-abroad requirement. Any double majors granted this exception still must obtain a minimum oral rating of Advanced.

Majors must complete the following courses in residency

- GER 211 - PLO Intermediate German I
- GER 212 - PLO Intermediate German II
- Two 300-level elective courses
- GER 496 - German Senior Research Project I (senior year)
- GER 497 - German Senior Research Project II (senior year)

A minimum of 15 credits must be completed during a one-year (two-semester) study-abroad experience.

Students must complete courses at the 300 (advanced) level or above that include one conversation and composition in German; one German phonetics; one German history, art or culture; one German literature; and one German elective. After completing the required course work, majors must take an oral interview on campus and receive a minimum rating of Advanced.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- GER 211 - PLO Intermediate German I
- GER 212 - PLO Intermediate German II
- Four Core/Elective courses (16 credits total)

Second Year Suggested Courses:

- Two 300-Level German courses (8 credits total)
- Seven Core/Elective courses (28 credits total)

Third Year Suggested Courses:

- 2 semesters abroad (or one semester, with departmental permission)

Fourth Year Suggested Courses:

- GER 496 - German Senior Research Project I
- GER 497 - German Senior Research Project II
- Six Elective courses (24 credits total)

Notes:

Students with more than two years of German must take the online language placement exam before registering in a language course for academic credit, unless the student begins a new language. Students are not allowed to take GER 111 if they have completed high school level 3 or higher.

Language Incentive Placement Policy: Students who place into a modern language course at the 211-level or higher and earn a B- or better are eligible to receive credit for the previous course in the sequence.

Japanese (B.A.)

Student Learning Outcomes for Japanese:

Students will be able to:

- Communicate (speak and comprehend) at the Intermediate level according to ACTFL guidelines.
- Write at the Intermediate level according to ACTFL guidelines.
- Write a research project in English using primary sources in Japanese.
- Receive a passing grade in the JLPT Level 3 (in-house version).
- Demonstrate an understanding and appreciation of the perspectives and products of the cultures studied in themselves and in comparison with their own culture.
- Read, analyze and interpret literary texts in terms of themes, characters, structure, style, and overall textual strategies, and situate those texts in their cultural contexts.

Japanese majors are expected to complete a minimum of 40 credits in the language, 12 of which may be earned in one of the department-approved study-abroad programs in Japan.

Students with no formal instruction in Japanese are advised to enroll in this program at the first semester of their study at the College. Those with a previous background in Japanese must take a placement test to determine their proficiency level in the language.

Japanese majors must study abroad for two semesters, and the courses taken abroad may be substituted for two of the courses listed below. However, in exceptional cases, certain double majors who can prove that they cannot otherwise satisfy all requirements of both majors may apply for a substitution of one semester for the two-semester, study-abroad requirement, in which case the courses taken abroad would count for one of the courses listed below. Any double majors granted this exception must pass an exit exam, equivalent to the Level 3 of the Japanese Language Proficiency Test (in-house version).

Students are advised to study abroad in their junior year.

After completing the required course work, Japanese majors must pass an exit exam, equivalent to the Level 3 of the Japanese Language Proficiency Test (JLPT) offered by the Japan Foundation and Japan Educational Exchanges and Services.

Modern language majors in Japanese must complete:

- JA 111 - PLO First Year Japanese 1
- JA 112 - PLO First Year Japanese 2
- JA 211 - PLO Second Year Japanese 1
- JA 212 - PLO Second Year Japanese 2
- JA 311 - Third Year Japanese 1
- JA 312 - Third Year Japanese 2
- JA 411 - Fourth Year Japanese 1
- JA 412 - Fourth Year Japanese 2
- JA 496 - Japanese Senior Research Project I
- JA 497 - Japanese Senior Research Project II

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language
- JA 111 - PLO First Year Japanese 1
- JA 112 - PLO First Year Japanese 2
- Four Core/Elective courses (16 credits)

Second Year Suggested Courses:

- JA 211 - PLO Second Year Japanese 1
- JA 212 - PLO Second Year Japanese 2
- Six Core/Elective courses (24 credits)

Third Year Suggested Courses:

- Two semesters abroad (or one semester, with departmental permission)

Fourth Year Suggested Courses:

- JA 411 - Fourth Year Japanese 1
- JA 412 - Fourth Year Japanese 2
- JA 496 - Japanese Senior Research Project I
- JA 497 - Japanese Senior Research Project II
- Five Core/Elective courses (20 credits total)

Notes:

Students with more than two years of Japanese must take the language placement exam administered by the Japanese program advisor before registering in a language course for academic credit. Appointments may be scheduled with Dr. Mahua Bhattacharya or Dr. Nobuaki Takahashi.

Language Incentive Placement Policy: Students who place into a modern language course at the 211-level or higher and earn a B- or better are eligible to receive credit for the previous course in the sequence.

Spanish (B.A.)

Student Learning Outcomes for Spanish:

Students will be able to:

- Communicate (speak and comprehend) at the Advanced level according to ACTFL guidelines.
- Write at the Advanced level according to ACTFL guidelines.
- Write a research project in Spanish focused on reading primary and secondary sources in Spanish.
- Use appropriately and explain most grammatical structures of the Spanish language.
- Demonstrate an understanding and appreciation of the perspectives and products of the cultures studied in themselves and in comparison with their own culture.
- Read, analyze and interpret literary texts in terms of themes, characters, structure, style, and overall textual strategies, and situate those texts in their cultural contexts.

Spanish majors must complete a minimum of 20 credits in residency (four 300-level courses and SP 496 and SP 497) and a minimum of 15 credits (five courses) at the 300 (advanced) level or above in an approved study-abroad program over two semesters. Double majors may request to study abroad for only one semester. Students must complete non-survey courses that include one Spanish syntax, morphology and/or phonetics; one Spanish writing and/or speaking; one Spanish history, art and/or culture, one Spanish Literature, and one Spanish elective.

Other requirements include two oral interviews and a student portfolio (due November 30th or April 30th of the student's final semester). An initial oral interview must be completed prior to going abroad and a rating of Intermediate must be obtained. A second oral interview will be completed after the study-abroad experience has been completed and a rating of Advanced must be obtained.

Majors must complete the following courses in residency

- SP 305 - Spanish Conversation
- SP 315 - Spanish Grammar and Composition
- SP 319 - Spanish Linguistics
- SP 496 - Spanish Senior Research Project I (senior year)
- SP 497 - Spanish Senior Research Project II (senior year)

And at least one of the following course electives:

- SP 312 - Modern Spain
- SP 314 - Modern Hispanic America
- SP 323 - Introduction to Literature
- SP 325 - Spanish Service Learning
- SP 370-378 - Special Topics in Spanish

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- SP 211 - PLO Intermediate Spanish I
- SP 212 - PLO Intermediate Spanish II
- Four Core/Elective/Second major courses (16 credits total)

Second Year Suggested Courses:

- Four 300-Level Spanish courses (16 credits total)
- Four Core/Elective courses (16 credits total)

Third Year Suggested Courses:

- 2 semesters abroad (or 1 semester, with departmental permission)

Fourth Year Suggested Courses:

- SP 496 - Spanish Senior Research Project I
- SP 497 - Spanish Senior Research Project II
- Six Core/Elective/Second major courses (24 credits)

Notes:

Students with more than two years of Spanish must take the online language placement exam before registering in a language course for academic credit, unless the student begins a new language. Students are not allowed to take SP 111 if they have completed high school level 3 or higher.

Language Incentive Placement Policy: Students who place into a modern language course at the 211-level or higher and earn a B- or better are eligible to receive credit for the previous course in the sequence.

Spanish Education (B.A.)

Student Learning Outcomes for Spanish Education:

Students will be able to:

- Critically evaluate the historical development of current theories of foreign language learning.
- Select, adapt, and create materials for effective foreign language instruction.
- Evaluate and implement effective technology for foreign language instruction.
- Plan and execute effective, standards-based foreign language instruction and integrated assessments of foreign language learning.
- Become engaged in foreign language teacher professional development.

Spanish Education majors must complete a minimum of 20 credits in residency (four 300-level courses and SP 496 and SP 497) and a minimum of 15 credits (five courses) at the 300 (advanced) level or above in an approved study-abroad program over two semesters. Double majors may request to study abroad for only one semester. Students must complete non-survey courses that include one Spanish syntax, morphology and/or phonetics; one Spanish writing and/or speaking; one Spanish history, art and/or culture, one Spanish Literature, and one Spanish elective.

Other requirements include qualifying scores in PAPA exams and Praxis II exams, two Mathematics courses, two English (EN – English literature and English writing) courses, two oral proficiency interviews and a portfolio (due November 30th or April 30th of the student's final semester). An initial interview must be completed prior to going abroad and a rating of Intermediate must be obtained. A second oral interview will be completed after the study-abroad experience has been completed and a rating of Advanced must be obtained.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

Modern languages majors in Spanish Education (Certification PK-12) must complete the following Department of Education courses:

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- ED 306 - Methods of Modern Language Education PK-12
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

Majors also much complete the following Department course offerings:

- SP 305 - Spanish Conversation
- SP 315 - Spanish Grammar and Composition
- SP 319 - Spanish Linguistics
- SP 496 - Spanish Senior Research Project I
- SP 497 - Spanish Senior Research Project II

And one of the following course electives:

- SP 312 - Modern Spain
- SP 314 - Modern Hispanic America
- SP 323 - Introduction to Literature
- SP 325 - Spanish Service Learning
- SP 370-378 - Special Topics in Spanish

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- SP 211 - PLO Intermediate Spanish I
- SP 212 - PLO Intermediate Spanish II
- ED 105 - Foundations of Teaching and Learning

- ED 151 - Early Adolescent/Adolescent Development
- MA 121 - MA Calculus I
- One English Literature (Core and Guided-Writing and Research) course (4 credits)

Second Year Suggested Courses:

- ED 161 - Integrated Technology I
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- MA 251 - MA Probability and Statistics
- Natural and Physical Science (with lab) Core course (4 credits)
- Two 300-Level Spanish courses (8 credits total)

Third Year Suggested Courses:

- 2 semesters abroad (or 1 semester, with departmental permission)

Fourth Year Suggested Courses:

- SP 496 - Spanish Senior Research Project I
- SP 497 - Spanish Senior Research Project II
- ED 306 - Methods of Modern Language Education PK-12
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- Natural and Physical Science (without lab) Core course (4 credits)
- One 300-Level Spanish course (4 credits)

Notes:

Students with more than two years of Spanish must take the online language placement exam before registering in a language course for academic credit, unless the student begins a new language. Students are not allowed to take SP 111 if they have completed high school level 3 or higher.

All Spanish Education majors need to take a Spanish course their first semester.

To comfortably finish their degree in four years, Spanish Education majors should start in SP 211 or higher.

Language Incentive Placement Policy: Students who place into a modern language course at the 211-level or higher and earn a B- or better are eligible to receive credit for the previous course in the sequence.

Academic Minors

French Minor

The French minor requirements are:

A minimum of four courses or 16 credits. At least two of the four courses below must be completed on the Elizabethtown College campus. The remaining two courses may be completed on campus, in a BCA program, or in another well-established study-abroad program. After completing the required course work, students must take an oral interview and receive a minimum rating of Intermediate High.

- FR 211 - PLO Intermediate French I
- FR 212 - PLO Intermediate French II
- Two 300-level French electives

German Minor

The German minor requirements are:

A minimum of four courses or 16 credits. At least two of the four courses below must be completed on the Elizabethtown College campus. The remaining two courses may be completed on campus, in a BCA program, or in another well-established study-abroad program. After completing the required course work, students must take an oral interview and receive a minimum rating of Intermediate High.

- GER 211 - PLO Intermediate German I
- GER 212 - PLO Intermediate German II
- Two 300-level German electives

Japanese Minor

The minor in Japanese is accomplished with 24 credits in the six courses listed below. Although they are not required to study abroad, Japanese minors can also avail of the opportunity to study abroad in the programs approved by the department.

Japanese minors must achieve the equivalent of the Level 4 of the Japanese Language Proficiency Test (in-house version).

The Japanese minor requirements are:

- JA 111 - PLO First Year Japanese 1
- JA 112 - PLO First Year Japanese 2
- JA 211 - PLO Second Year Japanese 1
- JA 212 - PLO Second Year Japanese 2
- JA 311 - Third Year Japanese 1
- JA 312 - Third Year Japanese 2

Spanish Minor

The **Spanish minor** requirements are to include a minimum of 16 credits of course work completed at the 300-level or above. At least two of the courses must be completed on the Elizabethtown College campus. The remaining courses may be completed on campus or in a Department-approved study-abroad program. After completing the required course work, students must take an oral interview and receive a minimum rating of Intermediate High.

English as a Second Language Courses

ESL 111 - English as a Second Language and American Culture
4.00 credits. Development and refinement of the student's functional proficiency through grammar and essay development, audio/video materials to improve listening comprehension, and extended oral discourse. Reading selections increase reading comprehension and awareness and understanding of American culture. **Prerequisite(s):* Placement by examination and TOEFL score.

ESL 112 - English as a Second Language II
4.00 credits. Focuses on the improvement of speech, listening, reading, and writing skills, emphasizing the descriptive and narrative paragraph. Media in the target language supplement the textbook and develop communicative competency. **Prerequisite(s):* ESL 111.

French Courses

FR 111 - PLO Elementary French I
4.00 credits. **(Power of Language Core Course)** Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Media in the target language supplement proficiency-oriented textbooks.

FR 112 - PLO Elementary French II
4.00 credits. **(Power of Language Core Course)** Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. Media in the target language supplement proficiency-oriented textbooks. **Prerequisite(s):* FR 111, or placement by examination.

FR 211 - PLO Intermediate French I
4.00 credits. **(Power of Language Core Course)** Emphasizes functional proficiency. A functional-notational syllabus expands use of linguistic tasks such as asking questions, stating facts, describing, narrating, and expressing feelings. Use of authentic cultural materials and contexts heightens sociocultural awareness. Media in the target language supplement text and written materials. **Prerequisite(s):* FR 112, or placement by examination.

FR 212 - PLO Intermediate French II
4.00 credits. **(Power of Language Core Course)** Expanded use of linguistic functions. Introduction and development of more advanced tasks such as sustaining opinions, explaining, comparing, and hypothesizing. Use of authentic cultural materials and contexts heightens sociocultural awareness. Media in the target language supplement texts and written materials. **Prerequisite(s):* FR 211, or placement by examination.

FR 303 - Reading Authentic Texts
3.00 credits. Development of and practice in reading authentic cultural, historical, and literary texts. Through the study of numerous strategies, training provided by textbook exercises, and immediate application to selections,

students will learn how to read in order to read for the purpose of learning. **Prerequisite(s):* FR 212, or permission of the instructor.

FR 305 - Advanced French Conversation
4.00 credits. In this course, you will develop and practice your oral skills in French through an extended French filmography. We will explore aspects of French and Francophone life and culture in XXth French society with discussions and presentation on French culture, politics, ethics, and history. This course is conducted solely in French. **Prerequisite(s):* FR 212 or placement test

FR 311 - Making of Modern French Society
4.00 credits. Analysis of important contemporary cultural phenomena and issues that have shaped and continue to shape the modern nation. Readings are taken from literary, sociological, and political sources. Media in the target language supplement written materials. **Prerequisite(s):* FR 212, or permission of the instructor.

FR 323 - Introduction to Literature
4.00 credits. Development of students' ability to read thoroughly, analyze, and appreciate literature. Includes selected readings representative of different literary genres. **Prerequisite(s):* FR 212, or permission of the instructor.

FR 370-378 - Special Topics in French
Variable credit. Topics of special interest not otherwise covered in the curriculum. Topics depend upon student interest and faculty availability. **Prerequisite(s):* FR 212, or permission of the instructor. This course is repeatable for credit.

FR 470-474 - Internship in French
Variable (0.00 to 4.00) credit(s). Modern Language internships provide language students the opportunity to apply the skills and knowledge they have obtained in our classes and while abroad in professional settings, as they are mentored and supervised by practicing professionals. This opportunity fosters enhanced linguistic and cross-cultural proficiency, as well as individually tailored and specialized expertise for language learners. A maximum of four credit hours from French 470-474 may count as French electives. Additional credits count as free electives. **Prerequisite(s):* At least junior standing. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

FR 480-489 - Independent Study in French
Variable credit. For senior language majors. Independent projects in some area of language or literature. **Prerequisite(s):* Approval of Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

FR 496 - French Senior Research Project I
2.00 credits. For senior French majors. Involves researching a literary, linguistic, or cultural topic and the writing of a major paper in the French language. This capstone experience will be closely supervised by Department faculty. Fall semester.

FR 497 - French Senior Research Project II
2.00 credits. For senior French majors. Involves researching a literary, linguistic, or cultural topic and the writing of a major paper in the French language. This capstone experience will be closely supervised by Department faculty. *Pre/Corequisite(s): FR 496. **Signature Learning Experience: Supervised Research.** Spring semester.

German Courses

GER 111 - PLO Elementary German I
4.00 credits. **(Power of Language Core Course)** Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Media in the target language supplement proficiency-oriented textbooks.

GER 112 - PLO Elementary German II
4.00 credits. **(Power of Language Core Course)** Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. Media in the target language supplement proficiency-oriented textbooks. **Prerequisite(s):* GER 111, or placement by examination.

GER 211 - PLO Intermediate German I
4.00 credits. **(Power of Language Core Course)** Emphasizes functional proficiency. A functional-notational syllabus expands use of linguistic tasks such as asking questions, stating facts, describing, narrating, and expressing feelings. Use of authentic cultural materials and contexts heightens sociocultural awareness. Media in the target language supplement texts and written materials. **Prerequisite(s):* GER 112, or placement by examination.

GER 212 - PLO Intermediate German II
4.00 credits. **(Power of Language Core Course)** Expanded use of linguistic functions. Introduction and development of more advanced tasks such as sustaining opinions, explaining, comparing, and hypothesizing. Use of authentic cultural materials and contexts heightens sociocultural awareness. Media in the target language supplement texts and written materials. **Prerequisite(s):* GER 211, or placement by examination.

GER 311 - Making of Modern German Society
4.00 credits. Analysis of important contemporary cultural phenomena and issues that have shaped and continue to shape the modern nation. Readings are taken from literary, sociological, and political sources. Media in the target language supplement written materials. **Prerequisite(s):* GER 212, or permission of instructor.

GER 323 - Introduction to German Literature
4.00 credits. Development of students' ability to read thoroughly, analyze, and appreciate literature. Selected readings representative of different literary genres. **Prerequisite(s):* GER 212, or permission of the instructor.

GER 370-378 - Special Topics in German
Variable credit. Topics of special interest not otherwise covered in the curriculum. Topics depend upon student interest and faculty availability and may include "Business German" and "German Film." **Prerequisite(s):* GER 212, or permission of the instructor. This course is repeatable for credit.

GER 470-474 - Internship in German
Variable (0.00 to 4.00) credit(s). Modern Language internships provide language students the opportunity to apply the skills and knowledge they have obtained in our classes and while abroad in professional settings, as they are mentored and supervised by practicing professionals. This opportunity fosters enhanced linguistic and cross-cultural proficiency, as well as individually tailored and specialized expertise for language learners. A maximum of four credit hours from German 470-474 may count as German electives. Additional credits count as free electives. **Prerequisite(s):* At least junior standing. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

GER 480-489 - Independent Study in German
Variable credit. For senior language majors. Independent projects in some area of language or literature. **Prerequisite(s):* Approval of Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

GER 496 - German Senior Research Project I
2.00 credits. For senior German majors. Involves researching a literary, linguistic, or cultural topic and the writing of a major paper in the German language. This capstone experience will be closely supervised by Department faculty. Fall semester.

GER 497 - German Senior Research Project II
2.00 credits. For senior German majors. Involves researching a literary, linguistic, or cultural topic and the writing of a major paper in the German language. This capstone experience will be closely supervised by Department faculty. *Pre/Corequisite(s): GER 496. **Signature Learning Experience: Supervised Research.** Spring semester.

Japanese Courses

JA 111 - PLO First Year Japanese 1
4.00 credits. **(Power of Language Core Course)** Introduction to contemporary Japanese language designed for the acquisition of basic communication skills in listening, speaking, reading, and writing. Two of the scripts, Hiragana and Katakana, will be introduced. Media in the target language supplement proficiency-oriented textbooks. Aimed at students with no prior knowledge of Japanese.

JA 112 - PLO First Year Japanese 2
4.00 credits. **(Power of Language Core Course)** Building upon JA 111, focus will be on furthering oral and aural proficiency already acquired. Students will be introduced to Kanji and proficiency in about 50 of them will be acquired. **Prerequisite(s):* JA 111, or placement by examination.

JA 211 - PLO Second Year Japanese 1
4.00 credits. **(Power of Language Core Course)** Further development of oral proficiency and reading and writing skills at the high elementary level of instruction. Proficiency in Kanji is increased to about 100. Japanese word processing is introduced. Designed to equip students with the ability to acquire Level Five of the Japanese Language Proficiency Test (JLPT) administered by the Japan Foundation. **Prerequisite(s):* JA 112, or placement by examination.

JA 212 - PLO Second Year Japanese 2
4.00 credits. **(Power of Language Core Course)** Building upon JA 211, this course further enhances skills in listening, speaking, reading, and writing and increases understanding of Japanese culture. Additionally, an e-mail exchange program is introduced with students at Nihon University, Japan. Proficiency in Kanji is aimed at 250. **Prerequisite(s):* JA 211, or placement by examination.

JA 240 - NCH History of Japanese Art and Aesthetics (ART 240)
4.00 credits. **(Non-Western Cultural Heritage Core Course)** This course introduces students to the history of the art and aesthetic sensibilities of the Japanese people from prehistoric times to the modern period. Through this course, students will develop an appreciation for the major trends in Japanese art and the historical milieu in which these were produced. Major works of art from each historical era will be studied, including architecture, sculpture, painting, and pottery, as well as some of the minor arts such as gardens, calligraphy, textiles, etc. Besides understanding the making of the actual works of art, students will also understand the aesthetic principles that

inform the making of these objects, such as miyabi, yugen, wabi-sabi, that are central to Japanese cultural history. Spring semester.

JA 245 - NCH From Anime to Zen: Japanese Society, Business, and Culture
4.00 credits. **(Non-Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** The course provides a broad introduction to Japanese society and culture by introducing students to daily life in Japan, discussing the importance of various Japanese religious, political, and economic institutions. It is designed to stimulate student interest in the study of Japan. *A Guided Writing and Research Course .

JA 250 - Discovering Contemporary Japan: A Three-Week Cultural Immersion Experience
Variable (0.00 - 2.00) credit(s). A three-week in-depth immersion in Japanese culture, conducted in Japan during the May term of each academic year. **Signature Learning Experience: Cross-Cultural Experience.** May term only.

JA 311 - Third Year Japanese 1
4.00 credits. Designed for student with credit in JA 212, this course aims at developing further control of the grammar, vocabulary, and idioms of spoken Japanese with a proficiency in Kanji reaching 350. **Prerequisite(s):* JA 212.

JA 312 - Third Year Japanese 2
4.00 credits. This course trains students in intermediate Japanese skills in speaking, listening, reading, and writing. With this course, the student will complete learning of all the basic grammatical patterns of Japanese language and will have the ability to acquire Level Four (in-house version) of the Japanese Language Proficiency Test (JLPT) administered by the Japan Foundation. **Prerequisite(s):* JA 311.

JA 370-378 - Special Topics in Japanese
Variable credit. Topics of special interest not otherwise covered in the curriculum. Topics depend upon student interest and faculty availability. This course is repeatable for credit.

JA 411 - Fourth Year Japanese 1
4.00 credits. Further development of proficiency in both rapid and close reading skills. This course focuses on readings from different fields such as anthropology, history, linguistics, and literature. **Prerequisite(s):* JA 312.

JA 412 - Fourth Year Japanese 2
4.00 credits. Analysis of important contemporary cultural phenomena and issues that have shaped and continue to shape the modern nation. Readings are taken from literary, sociological, and political sources. Media in the target language supplement written materials. With this course, the student will complete learning of most of the intermediate grammatical patterns of Japanese language and will have the ability to acquire Level Three (in-house version) of the Japanese Language Proficiency Test (JLPT). **Prerequisite(s):* JA 411.

JA 470-474 - Internship in Japanese
Variable (0.00 to 4.00) credit(s). Modern Language internships provide language students the opportunity to apply the skills and knowledge they have obtained in our classes and while abroad in professional settings, as they are mentored and supervised by practicing professionals. This opportunity fosters enhanced linguistic and cross-cultural proficiency, as well as individually tailored and specialized expertise for language learners. A maximum of four credit hours from Japanese 470-474 may count as Japanese electives. Additional credits count as free electives. **Prerequisite(s):* At least junior standing. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

JA 480-489 - Independent Study in Japanese
Variable credit. For senior language majors. Independent projects in some area of language or literature. **Prerequisite(s):* Approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

JA 496 - Japanese Senior Research Project I
2.00 credits. For Japanese majors. An extended research or translation project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. This capstone experience will be closely supervised by Department faculty. Fall semester.

JA 497 - Japanese Senior Research Project II
2.00 credits. For Japanese majors. An extended research or translation project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. This capstone experience will be closely supervised by Department faculty. *Pre/Corequisite(s): JA 496. **Signature Learning Experience: Supervised Research.** Spring semester.

Spanish Courses

SP 111 - PLO Elementary Spanish I
4.00 credits. **(Power of Language Core Course)** Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Media in the target language and computer work supplement proficiency-oriented textbooks.

SP 112 - PLO Elementary Spanish II
4.00 credits. **(Power of Language Core Course)** Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. Media in the target language and computer work supplement proficiency-oriented textbooks. **Prerequisite(s):* SP 111, or placement by examination.

SP 211 - PLO Intermediate Spanish I
4.00 credits. **(Power of Language Core Course)** Review and expansion of basic Spanish grammar and vocabulary at the intermediate level in the four skills of speaking, listening, writing, and reading. In-class work develops oral proficiency at the intermediate level; out-of-class work, including online assignments and work with carefully selected website materials, enhances writing and reading proficiencies. Sociocultural awareness is developed through media in the target language that supplement proficiency-oriented materials. **Prerequisite(s):* SP 112, or placement by examination.

SP 212 - PLO Intermediate Spanish II
4.00 credits. **(Power of Language Core Course)** Continued review and expansion of basic grammar and vocabulary introduced in Spanish 211 in the four skills of speaking, listening, writing, and reading. Development of more advanced tasks such as describing, narrating, and hypothesizing. In-class work develops oral proficiency at the intermediate level; out-of-class work, including online assignments and continued work with selected website materials, enhances writing and reading proficiencies. Sociocultural awareness is developed through media in the target language that supplement proficiency-oriented materials. **Prerequisite(s):* SP 211, or placement by examination.

SP 305 - Spanish Conversation
4.00 credits. Development and practice of oral skills for self-expression in Spanish. Emphasis on aural comprehension and fluency in the use of everyday Spanish. Small group discussions and oral presentations in Spanish based on current cultural, ethical, and political topics will be the principal means of accomplishing this goal. **Prerequisite(s):* SP 212, placement by examination, or permission of the instructor.

SP 312 - Modern Spain
4.00 credits. A selective study of Spain's cultural heritage to an understanding and appreciation of contemporary Spanish society. The course offers an interdisciplinary treatment of diverse aspects of modern Spanish society, including geography, politics/government, regionalism, cultural identity, immigration, language policy, popular culture, and societal structure, to name a few. The course examines cultural adaptations and changes, drawing upon historical precedent wherever appropriate. Films and internet/mass media resources support topics under discussion. **Prerequisite(s):* SP 212 or placement. Alternating spring semesters.

SP 314 - Modern Hispanic America
4.00 credits. A selective study of the shared cultural heritages among Hispanic American societies to an understanding and appreciation of contemporary life. The course offers an interdisciplinary treatment of diverse aspects of modern society, including geography, politics/government, religion, Indigenismo, regionalism, cultural identity, language policy, popular culture, and societal structure, to name a few. Films and internet/mass media resources support topics under discussion. **Prerequisite(s):* SP 212 or placement. Alternating spring semesters.

SP 315 - Spanish Grammar and Composition
4.00 credits. This course builds on the Spanish grammar previously studied at the Intermediate level to improve students' reading, speaking, and writing skills in Spanish through an in-depth study of standard Spanish grammar. Special attention will be given to the more problematic aspects of Spanish grammar for English speakers. Students will develop advanced writing skills through composition assignments. **Prerequisite(s):* SP 212, placement by examination, or placement by examination.

SP 319 - Spanish Linguistics
4.00 credits. Surveys current linguistic research on the structure and dialectal (sociological and geographic) variation of the Spanish language. A contrastive analysis of Spanish and English phonology, morphology, syntax, and semantics develops the student's ability to understand the major structural differences between these languages. Students develop an appreciation of native speakers' perceptions regarding their own language. **Prerequisite(s):* SP 212, placement by examination, or permission of the instructor.

SP 323 - Introduction to Literature
4.00 credits. Development of students' ability to read thoroughly, analyze, and appreciate literature. Selected readings representative of different literary genres. **Prerequisite(s):* SP 212, placement by examination, or permission of the instructor.

SP 325 - Spanish Service Learning
4.00 credits. This Spanish service-learning course fosters students' conversational proficiency in Spanish and their intercultural competence in Spanish-speaking settings. Students apply these skills in educational settings, experience the mutual benefits of community service-learning, and discover opportunities for becoming civically engaged and employing their Spanish skills in the broader community. **Prerequisite(s):* SP 212, placement by examination, or permission of the instructor. **Signature Learning Experience: Community-Based Learning.** Offered every semester.

SP 370-378 - Special Topics in Spanish
Variable credit. Topics of special interest not otherwise covered in the curriculum. Topics depend upon student interest and faculty availability. **Prerequisite(s):* SP 212, placement by examination, or permission of the instructor. This course is repeatable for credit.

SP 470-474 - Internship in Spanish
Variable (0.00 to 4.00) credit(s). Modern Language internships provide language students the opportunity to apply the skills and knowledge they have obtained in our classes and while abroad in professional settings, as they are mentored and supervised by practicing professionals. This opportunity fosters enhanced linguistic and cross-cultural proficiency, as well as individually tailored and specialized expertise for language learners. A maximum of four credit hours from Spanish 470-474 may count as Spanish electives. Additional credits count as free electives. **Prerequisite(s):* At least junior standing. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

SP 480-489 - Independent Study in Spanish
Variable credit. Independent projects in some area of Spanish language or literature. **Prerequisite(s):* Approval of Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

SP 496 - Spanish Senior Research Project I
2.00 credits. For senior Spanish majors. Involves researching a literary, linguistic, or cultural topic and the writing of a major paper in the Spanish language. This capstone experience will be closely supervised by Department faculty. Fall semester.

SP 497 - Spanish Senior Research Project II
2.00 credits. For senior Spanish majors. Involves researching a literary, linguistic, or cultural topic and the writing of a major paper in the Spanish language. This capstone experience will be closely supervised by Department faculty. **Prerequisite(s):* SP 496. **Signature Learning Experience: Supervised Research.** Spring semester.

Department of Occupational Therapy

Humbert (Chair), Achenbach, Dennehy, Ericksen, Fox, Hample, Martin, Panchik, Potter, Salvadia, Steadman, Waltermire

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

Definition of Occupational Therapy Practice for the AOTA Model Practice Act

The practice of Occupational Therapy means the therapeutic use of occupations, including everyday life activities with individuals, groups, populations, or organizations to support participation, performance, and function in roles and situations in home, school, workplace, community, and other settings. Occupational Therapy services are provided for habilitation, rehabilitation, and the promotion of health and wellness to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Occupational Therapy addresses the physical, cognitive, psychosocial, sensory-perceptual, and other aspects of performance in a variety of contexts and environments to support engagement in occupations that affect physical and mental health, well-being, and quality of life.

The rapidly changing and dynamic nature of contemporary health and human services delivery systems requires the occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer (ACOTE, 2011). The student in occupational therapy undertakes a program that integrates the humanities and the behavioral and physical sciences with professional study. The primary objective is to prepare the student as a generalist practitioner who is qualified for employment in hospitals, community agencies, schools, rehabilitation centers, extended-care facilities, and related human service agencies.

Degree Program

Elizabethtown College offers a combined BS/MS Occupational Therapy program that requires five years of academic study, including one summer, and six months of clinical fieldwork. The program awards both a Bachelor of Science in Health Sciences and a Master of Science in Occupational Therapy.

Mission

To educate students to become clinical scholars in occupational therapy to make a difference in the lives of people locally and globally.

Curriculum Threads

Professional development. Educating students to become highly qualified practitioners who actively contribute to the profession through service and leadership and who value the ethos of professionalism and the ethics of lifelong learning.

Critical, innovative, and reflective thinking. Emphasizing the understanding of human occupations across cultural and social groups and as they relate to the therapeutic process and healthy well-being. Occupational Therapy courses bridge the understanding gap between occupational performance and liberal arts learning through case studies, discussion, and active learning.

Service and justice. Emphasizing the right that all individuals have to maintain a healthy balance of meaningful occupations. This involves helping others to participate in meaningful and balanced occupations and includes recognizing the need for multicultural awareness and international understanding as a prerequisite for occupational therapy practice. International and service experiences enable our students to interact effectively in culturally diverse practice settings. Service-learning and civic engagement are valued components of our program.

Integration of scholarship and practice. Educating practitioners who are able to engage in reflective practice based on clinical reasoning; who have a solid foundation of skills and knowledge; who demonstrate a thorough understanding of research and its relation to evidence-based practice.

Liberal arts education in relation to health and occupation. Emphasizing the role of the liberal arts education in developing personal character, critical thinking, ethical problem solving, communication, and the ability to think broadly and holistic about the profession of occupational therapy in the 21st century. Occupational therapy at Elizabethtown College has a proud tradition of educating students for a professional discipline in a liberal arts environment.

Honors in the Discipline

The Department of Occupational Therapy supports many opportunities for students and academic recognition. The Department participates in the College Honors in the Discipline Program. Bachelor of Science students are notified of Honors eligibility during the junior year. Students with an Occupational Therapy grade point average of 3.75 or higher are also considered candidates for the national occupational therapy honor society, Pi Theta Epsilon.

Level II Fieldwork

Fieldwork provides the student with the opportunity to apply clinical skills in occupational therapy practice settings. Fieldwork experiences occur after the completion of all didactic coursework and usually occurs in the spring and summer semesters. Elizabethtown College has established relations with more than 300 clinical sites locally and throughout the United States. The Academic Fieldwork Coordinator matches students with appropriate settings based primarily on the student career goals, student learning needs, and geographical considerations. Additional expenses for living and housing often are incurred as students complete Level II Fieldwork assignments. Individual fieldwork sites also may require students to meet health requirements (e.g., TB test, current immunizations, etc.), participate in training for Universal Precautions, and pass criminal and child safety background checks. Students must achieve a score of "Pass" from clinical supervisors in order to be eligible to attain the Master of Science degree. Students are required to complete 24 weeks of full-time fieldwork or its equivalent of Level II fieldwork within 12 months of completing graduate coursework.

Professional Accreditation

The Occupational Therapy program has maintained a fully-accredited status since 1976 by the Accreditation Council for Occupational Therapy Education (ACOTE). The organization can be contacted at ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), Box 31220, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; (phone) 301-652-2682; (fax) 301-652-1417; www.acoteonline.org.

Bachelor Degree Majors

Health Sciences (B.S.)

Student Learning Outcomes for Health Sciences:

Students will be able to:

- Analyze the factors that enable and/or hinder participation in meaningful occupations across the lifespan in multiple contexts.
- Articulate the importance of occupation and its influence on health and wellness.
- Analyze the body of evidence that relates to the understanding of health and human occupation.
- Apply knowledge of culture and global health care patterns and systems to analyze complex cases.
- Demonstrate professionalism through effective oral and written communication.
- Demonstrate professionalism through interpersonal relationships.
- Demonstrate critical self-reflection, promoting independent learning.

This degree serves as a prerequisite to the Master of Science in Occupational Therapy. Students completing only this course of study are not eligible to become registered occupational therapists, but have academic credentials that qualify them to be employed in health care and community settings.

The Health Sciences major requires:

Off-campus experiential learning includes service-learning and clinical placements.

- OT 105 - Introduction to Health and Wellness
- OT 110 - Occupations across the Lifespan
- OT 205 - Evidence-Based Practice Foundation
- OT 210 - Global Health Care Systems
- OT 305 - Conditions and the Implications for Occupational Performance
- OT 310 - Occupations and Activity Analysis
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 201 - Human Anatomy and Physiology I
- BIO 202 - Human Anatomy and Physiology II
- MA 251 - MA Probability and Statistics
- PSY 105 - SSC Introduction to Psychology
- PSY 125 - NPS Introduction to Neuroscience

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- BIO 111 - Molecules, Cells, and Animal Systems
- OT 105 - Introduction to Health and Wellness
- OT 110 - Occupations across the Lifespan
- PSY 105 - SSC Introduction to Psychology
- MA 251 - MA Probability and Statistics
- Power of Language: Other Core course (4 credits)

Second Year Suggested Courses:

- BIO 201 - Human Anatomy and Physiology I
- BIO 202 - Human Anatomy and Physiology II
- OT 205 - Evidence-Based Practice Foundation
- OT 210 - Global Health Care Systems
- PSY 125 - NPS Introduction to Neuroscience
- Three Core courses (12 credits total)

Third Year Suggested Courses:

- OT 305 - Conditions and the Implications for Occupational Performance
- OT 310 - Occupations and Activity Analysis
- One Guided-Writing and Research course (4 credits)
- Five Elective courses (20 credits)

Fourth Year Suggested Courses (if accepted into the OT graduate degree program by meeting the entrance requirements):

- OT 505 - Occupational Therapy Evaluation: Adult Populations
- OT 515 - Occupational Therapy Evaluation: Pediatric Populations
- OT 525 - Occupational Therapy History and Theory
- OT 532 - Occupational Therapy Intervention: Adult Populations
- OT 533 - Occupational Therapy Intervention: Pediatric Populations
- OT 534 - Scholarship I: Analysis of the Literature
- Two Elective courses (8 credits total)

  IF students do not meet the entrance requirements to move onto the Occupational Therapy graduate degree program by the end of the junior year, they may complete the B.S. in Health Sciences Degree in the senior year with the following requirements: 20 credits of elective courses at the 300-400 level as approved by the OT department.

Notes:

All OT courses must be taken in the semester indicated. BIO 111 needs to be completed in the fall semester of the first year. MA 251 needs to be completed in the first year.

Student should take 16 credits each semester of the first year.

If possible, avoid taking Social Sciences core other than PSY 105 or Natural and Physical Sciences core other than BIO 111 and PSY 125, as these courses are required in the major. If students complete other courses (that will ultimately count as electives) in these areas of understanding, it creates challenges related to completing requirements for minors and studying abroad.

First year students have already been notified of their acceptance into the occupational therapy program. Each first year student is assigned a faculty contact person from the department. A student with further questions should be referred to his/her contact person or to the department chair.

Any student who receives a C- or below in OT 111, OT 112, PSY 105, PSY 125, or BIO 111 should consult with both their advisor and the OT faculty contact person.

Additional requirements for the Bachelor of Science in Health Sciences:

All OT students (including transfers) must take Anatomy and Physiology (BIO 201 and BIO 202) at Elizabethtown College.

OT students must achieve a grade of C- or higher in all required courses, including all courses with an OT prefix; MA 251; PSY 105 and PSY 125; and BIO 111, BIO 201 and BIO 202. Students may repeat courses in accordance with College policies. Students choosing to repeat a course required for the major are strongly encouraged to discuss repeat options with their academic advisors.

Students must achieve an overall cumulative grade point average of 2.00 to earn a Bachelor of Science in Health Sciences.

Requirements for admission into the Graduate Program:

OT students must achieve a minimum cumulative grade point average of 2.9 by the end of the junior year to be admitted into the OT graduate degree program.

Students also must complete an essay to capstone their professional development in conjunction with their academic advisor. The purpose of this essay is to identify professional growth goals for entry-level practice. No student will be excluded from the graduate program based on the essay. If the composition does not meet the required expectations, repeated drafts guided by the academic advisor may be necessary. Essays are due at the end of the junior year to the Department Chair by May 1.

Master's Degree Programs

Master of Science in Occupational Therapy (M.S.)

Student Learning Outcomes for Occupational Therapy:

Students will be able to:

- Demonstrate the ability to effectively collaborate with others (colleagues, professional contacts, clients, faculty, etc.).

- Engage with clients in a manner that demonstrates skillful application of concepts related to client-centered care, culturally responsive care, and therapeutic use of self.
- Recognize opportunities and construct plans to influence change and enhance occupational performance for individuals, populations, and organizations.
- Engage in occupational therapy practice that integrates critical thinking, reflective practice, creativity, and ethical reasoning in the occupational therapy process.
- Design and implement evaluations and interventions that are occupation-centered and theory-based, with entry-level competence.
- Contribute to the body of evidence that supports traditional and emerging occupational therapy practice and/or the understanding of human occupation.

The **Master of Science in Occupational Therapy** requires two years or four semesters (this includes one summer semester/session) of graduate academic study and six months of clinical Level II Fieldwork with the requirements listed below. **To begin the master's program in occupational therapy, students must have successfully completed prerequisites including a 2.9 by the end of their junior year and earning a minimum of a C- in all required courses.** Successful completion of the Master of Science in Occupational Therapy affords the student the opportunity to take the National Board of Certification in Occupational Therapy (NBCOT) Exam and to become licensed to practice occupational therapy as an individual jurisdiction requires. **Please note: a felony conviction may affect an individual's qualification to take the NBCOT certification exam and/or obtain professional credentials.**

The Master of Science in Occupational Therapy requires:

- OT 505 - Occupational Therapy Evaluation: Adult Populations
- OT 515 - Occupational Therapy Evaluation: Pediatric Populations
- OT 525 - Occupational Therapy History and Theory
- OT 532 - Occupational Therapy Intervention: Adult Populations
- OT 533 - Occupational Therapy Intervention: Pediatric Populations
- OT 534 - Scholarship I: Analysis of the Literature
- OT 550 - Advanced Occupational Therapy Theory and Application
- OT 554 - Scholarship II: Methods and Analysis
- OT 556 - Analysis and Application: Therapeutic Relationships
- OT 558 - Occupational Therapy Practice in Context
- OT 560 - Analysis and Application: Functional Movement
- OT 562 - Management of Occupational Therapy Services
- OT 564 - Scholarship III: Analysis, Application, and Discussion
- OT 590 - Graduate Project Practicum

Suggested Sequence of courses:

Summer after completed Fourth year:

- OT 550 - Advanced Occupational Therapy Theory and Application
- OT 554 - Scholarship II: Methods and Analysis

- OT 556 - Analysis and Application: Therapeutic Relationships

Fifth year: Fall semester:

- OT 558 - Occupational Therapy Practice in Context
- OT 560 - Analysis and Application: Functional Movement
- OT 562 - Management of Occupational Therapy Services
- OT 564 - Scholarship III: Analysis, Application, and Discussion

Fifth year: Spring semester:

- OT 593 - Level II Fieldwork

Fifth year: Summer semester:

- OT 593 - Level II Fieldwork

Additional requirements to attain the Master of Science in Occupational Therapy degree:

Maintain a minimum OT grade point average of 3.00.

Achieve a minimum grade of C- in all graduate courses. College policies on repeating courses apply to graduate study.

Students must pass both Level II Fieldwork experiences. Only one Level II failure may be repeated. Students are required to complete 24 weeks of full-time fieldwork or its equivalent of Level II fieldwork within 12 months of completing graduate coursework.

American Sign Language Courses

ASL 105 - PLO American Sign Language
4.00 credits. **(Power of Language Core Course)** An introduction to American Sign Language (ASL). The course will examine the fundamentals of the sign lexicon emphasizing grammatical features of comprehension and expression. Students will build conversational skills through dialogues about the everyday life experiences that make up meaningful participation human occupations. Through the Community-Based Learning experience, students will engage in contextual learning through interactive social participation with individuals in the Deaf Community. **Signature Learning Experience: Community-Based Learning.**

Occupational Therapy Courses

OT 105 - Introduction to Health and Wellness
4.00 credits. This course introduces students to foundational concepts of health and wellness from a broad variety of perspectives. Students will learn how factors such as culture, environments, and social relations influence health at personal and societal levels. The relationship between health and ability to participate in daily life will be explored. Health Science Majors.

OT 110 - Occupations across the Lifespan
4.00 credits. This course will examine occupational performance from birth through adult aging. An emphasis will be placed on the interaction of the person factors within different environments and context to support both meaningful occupation and role competence. Active learning labs and community based learning will support student learning outcomes. Health Science Majors. **Signature Learning Experience: Community-Based Learning.**

OT 205 - Evidence-Based Practice Foundation
4.00 credits. This is the first in a series of courses designed to promote the active use and application of scholarship in health care practice. Three modules include: evidence and the health care, tests & measurements, and evidence in health care practice. Skills, knowledge, and critical thinking introduced in this course will be integrated with later occupational therapy practice courses. **Prerequisite(s):* MA 251.

OT 210 - Global Health Care Systems
4.00 credits. In this course, students will describe, analyze, and critique health care systems globally. The impact of culture and policy on the delivery of health services will be explored. Students will also analyze the ethical and justice issues related to global health care delivery and utilization. **Prerequisite(s):* OT 105.

OT 305 - Conditions and the Implications for Occupational Performance
4.00 credits. Within this course, students will become familiar with common diagnoses and conditions that impact occupations. An emphasis will be placed on understanding the incidence, epidemiology, etiology, diagnosis, symptomatology, prognosis, and functional implications of conditions. **Prerequisite(s):* BIO 201, BIO 202, OT 110, and OT 205.

OT 310 - Occupations and Activity Analysis
4.00 credits. This course addresses the analysis of how individuals and groups engage in meaningful occupations and activities in various contexts to support their health and well-being. Students consider how client factors, performance skills, performance patterns, activity demands, and context(s) and environments interact to support successful engagement in occupation. Students develop skills in analysis, and in grading and adapting the environment, tools, materials, occupations, and interventions to address client needs, the sociocultural context, and technological advances. **Prerequisite(s):* OT 105, OT 110, BIO 201, and BIO 202.

OT 370-378 - Special Topics in Health and Occupation
2.00 credits. A series of courses with topics not otherwise covered in the curriculum. Offered when student interest and faculty availability justify. **Prerequisite(s):* Permission of the instructor. This course is repeatable for credit.

OT 415 - Health, Wellness, and Healing: Application to Well-being
4.00 credits. This course is designed to increase student knowledge of health, wellness, and healing as it applies to well-being. The course will broaden the range of student knowledge of traditional, non-traditional, complimentary, alternative, integrative, and functional medicine, and emerging trends in individual and community-based practice areas.

OT 475 - Health Internship
0.00 credit. Alternative internship experience in a health setting that is approved by the Department of Occupational Therapy. This experience allows students to apply skills and knowledge gained through academic work in a related service agency, health care facility, or community setting. **Prerequisite(s):* Senior Status. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

OT 480-489 - Independent Study in Occupational Therapy
Variable credit. The purpose of this course is to offer advanced students opportunity to study specialized areas not otherwise included in the curriculum. **Prerequisite(s):* Approval of the Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

OT 492 - Undergraduate Scholarship Practicum I
Variable (2.00 or 4.00) credits. An original scholarship project planned, implemented and written by students with substantive supervision and consultation with faculty. Any occupational therapy student may petition to take this course. All students who qualify for the Honors in the Discipline will be extended an invitation to use this course for scholarship endeavors. Students must obtain permission of the professor who they wish to serve as their scholarship mentor prior to enrollment and must submit for IRB approval. Scholarship used as Honors in the Discipline must have a minimum of four credits, maximum of four credits for any student across OT 492 and/or OT 494. This is not an occupational therapy curricular required course. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor. Fall semester.

OT 494 - Undergraduate Scholarship Practicum II
Variable (2.00 or 4.00) credits. An original scholarship project planned, implemented and written by students with substantive supervision and consultation with faculty. Any Occupational Therapy student may petition to take this course. All students who qualify for the Honors in the Discipline will be extended an invitation to use this course for scholarship endeavors. Students must obtain permission of the professor whom they wish to serve as their scholarship mentor prior to enrollment and must submit for IRB approval. Scholarship used as Honors in the discipline must have a minimum of four credits, maximum of four credits for any student across OT 492 and/or 494. This is not an Occupational Therapy curricular required course. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass. Register by Instructor. Spring semester.

OT 505 - Occupational Therapy Evaluation: Adult Populations
4.00 credits. Through this course, students will gain knowledge, and develop clinical reasoning skills and professional attributes to complete occupational therapy assessment with adult populations. **Prerequisite(s):* OT 105, OT 205, OT 305, and OT 310. **Corequisite(s):* OT 525.

OT 515 - Occupational Therapy Evaluation: Pediatric Populations
4.00 credits. Through this course, students will gain knowledge, and develop clinical reasoning skills and professional attributes to complete occupational therapy assessment with pediatric populations. **Prerequisite(s):* OT 105, OT 205, OT 305, and OT 310. **Corequisite(s):* OT 505.

OT 525 - Occupational Therapy History and Theory
4.00 credits. Students learn about the historical, philosophical, and ethical development of occupational therapy. Students will perform a complex analysis of major occupation based theories and models. Application of models and theories across populations and settings will be explored. **Prerequisite(s):* Successful completion of the undergraduate degree in Health Sciences and matriculation into the graduate program in Occupational Therapy.

OT 532 - Occupational Therapy Intervention: Adult Populations
4.00 credits. Through this course, students will gain knowledge and develop clinical reasoning skills and professional attributes to complete occupational therapy intervention with adult populations. **Prerequisite(s):* OT 505 and OT 525. **Corequisite(s):* OT 532F and OT 532S. **Signature Learning Experience: Fieldwork Education.**

OT 533 - Occupational Therapy Intervention: Pediatric Populations
4.00 credits. Through this course, students will gain knowledge and develop clinical reasoning skills and professional attributes to complete occupational therapy intervention with pediatric populations. **Prerequisite(s):* OT 515 and OT 525. **Corequisite(s):* OT 533F and OT 533S. **Signature Learning Experience: Fieldwork Education.**

OT 534 - Scholarship I: Analysis of the Literature
4.00 credits. This is the second in a series of courses designed to promote the active use and application of scholarship in occupational therapy practice. The primary focus of this course is to analyze the literature related to a particular topic and formulate scholarship questions. **Prerequisite(s):* OT 205 and successful completion of Undergraduate degree in Health Sciences.

OT 550 - Advanced Occupational Therapy Theory and Application
4.00 credits. Students will learn how to apply theory to practice in this seminar course. A key element of this course will be combining theories to maximize therapeutic outcomes. Students will have the opportunity to explore and build upon existing theories, as well as create their own. **Prerequisite(s):* OT 525.

OT 554 - Scholarship II: Methods and Analysis
4.00 credits. This is the third in a series of courses designed to promote the active use and application of scholarship in occupational therapy practice. The course is designed to provide students with knowledge of research methods and program analysis. **Prerequisite(s):* OT 534.

OT 556 - Analysis and Application: Therapeutic Relationships
4.00 credits. The course provides opportunities for students to further investigate and practice skills related to the therapeutic relationship and process including providing training and education to clients and families, applying therapeutic use of self in individual and group intervention, directing and modifying intervention, and providing supervision to occupational therapy assistants. **Prerequisite(s):* OT 310, OT 505, OT 515, OT 532, and OT 533.

OT 558 - Occupational Therapy Practice in Context
4.00 credits. Through this course, students will develop and integrate clinical reasoning skills and professional attributes when engaging in and completing the occupational therapy process throughout diverse contexts (person, place, time) and within applicable theories and frames of reference. The emphasis of the course will be on completing the entire process, including assessment, goal planning, intervention, adaptation, and revision of goals, discharge planning, referral recommendations and terminating care while attending to multiple contexts of practice. **Prerequisite(s):* OT 505, OT 515, OT 525, OT 532, OT 533, and OT 556 **Corequisite(s):* OT 558F and OT 558S.

OT 560 - Analysis and Application: Functional Movement
4.00 credits. The course provides opportunities for students to further investigate and practice skills related to the understanding, analysis, and application of functional movement within the therapeutic process including safe patient handling and transfer training, fabrication of orthotics and assistive technologies, the use of physical agent modalities, and the application of environmental adaptations. **Prerequisite(s):* OT 310, OT 505, OT 515, and OT 532.

OT 562 - Management of Occupational Therapy Services
4.00 credits. This course provides an introduction to various principles of management for occupational therapists. The course presents opportunities to learn about strategic planning, management of therapeutic programs, budgeting, and program evaluation. Students will also learn and apply management theories and leadership principles to employee development and supervision within occupational therapy and/or interdisciplinary teams. Additional

topics to be covered include performance improvement, consultation, entrepreneurship, marketing, and organizational change. **Prerequisite(s):* Successful completion of the B.S. in Health Sciences.

OT 564 - Scholarship III: Analysis, Application, and Discussion
4.00 credits. This is the fourth in a series of courses designed to promote the active use and application of scholarship in occupational therapy practice. The course is designed to provide students with the opportunity to analyze data and provide a synopsis and critique of the data. **Prerequisite(s):* OT 554.

OT 580 - Master's Level Independent Study
Variable credit. Independent Study option for students in the Occupational Therapy Master's program. Register by Instructor. This course is repeatable for credit.

OT 590 - Graduate Project Practicum
0.00 credit. This is a non-credit bearing course designed to support the graduate student projects mentored by OT faculty and companion the graduate research sequence courses. The course provides a structure for a faculty-mentored graduate project that is inspired, planned, implemented, and then prepared for publication/ presentation. Specific projects will include: general overview of the problem, review of the literature, problem statement, methodological design that supports research questions, aggregation and summary of data, comparison of research with other studies, and a critical analysis of the research conducted. Students will have a variety of research topics from which to choose based on faculty area of clinical expertise and scholarly endeavors. **Prerequisite(s):* B.S. in Health and Occupation **Corequisite(s):* OT 534, and either OT 554 or OT 564. Graded Pass / No Pass. Register by Instructor. This course is repeatable for credit.

OT 593 - Level II Fieldwork
6.00 credits Twelve weeks of Level II Fieldwork experience. 6.00 credits for full-time (i.e., 12 weeks) fieldwork (part-time fieldwork approved by the Department may be registered for 2.00 or 4.00 credits). Further information on Level II Fieldwork can be found in the Department Student Manual and the Level II Fieldwork Student Manual. **Prerequisite(s):* B.S. in Health Sciences and completed coursework in Occupational Therapy. Graded Pass/No Pass. Register by Instructor. Spring, Summer, or Fall semester. This course is repeatable for credit.

OT 594 - Graduate Internship
Variable (2.00 to 4.00) credits. A supplemental fieldwork experience that is intended to provide opportunities for clinical development to cover the breadth of field experiences that the student should have for entry-level positions. This fieldwork is intended to be more intensive than a Level I fieldwork but not as comprehensive as Level II. A minimum time would be two weeks, but it is likely that the sites serving more involved clients will require a minimum of three weeks of full-time fieldwork to reach the target competency level. **Prerequisite(s):* B.S. in Health and Occupation. Register by Instructor. Offered as needed. This course is repeatable for credit provided it occurs in a different setting.

OT 595 - Level II Fieldwork: Specialty
Variable (2.00 to 6.00) credits. Variable length of Level II Fieldwork experience in area of student's interest. Arranged on an availability basis. **Prerequisite(s):* B.S. in Health and Occupation and completion of all graduate didactic coursework. Graded Pass/No Pass. Register by Instructor.

Department of Politics, Philosophy, and Legal Studies

Kelly-Woessner (Chair), Chen, McClellan, Ozkanca, Poole, G. Ricci, Silberstein

For more information, please visit the Department's website or check course syllabi, which are available through the course instructor or at the High Library.

The Department of Politics, Philosophy, and Legal Studies is a joint venture made up of the programs of political science and philosophy. While each program retains its independent majors and minors, the department has been formed in dedication to the interdisciplinary study of social, political, and ethical dilemmas, both at a national and global level. While traditional liberal arts departments are often defined by narrow disciplinary approaches, we believe that complex problems require complex solutions. The Department of Politics, Philosophy, and Legal Studies emphasizes the integration of theoretical concepts, applied learning, and problem solving strategies to prepare our students for leadership roles in an evolving, global society. The Department promotes student and faculty research on how political, social, and legal institutions shape global values and public policies. This interdisciplinary collaboration prepares students to bring multiple perspectives and approaches to the study of contemporary issues, such as human rights, peacekeeping, economic development, immigration, globalization, environmental regulation, and science policy.

The department offers three majors: Legal Studies, Philosophy, and Political Science. All three majors are grounded in the liberal arts and develop skills, knowledge, and competencies that prepare students for a variety of careers, advanced degree programs, and life experiences. The Department is committed to fostering analytical reasoning, critical thinking, and effective communication skills. The department promotes student research, real-world learning, and close faculty-student relationships. The department also offers a 4+1 graduate program leading to a Master of Public Policy. Students will develop leadership and analytical skills that will prepare them for careers in public service. Graduates of the program are qualified for careers in state and local government, nonprofit agencies, think tanks, lobbying firms, NGOs, and in the private sector.

Majors Offered

The Department offers majors in Political Science, Philosophy (with three possible tracks), and Legal Studies. It also contributes to the interdisciplinary Social Studies Certification.

The Legal Studies major is an interdisciplinary course of study that examines the origins, development, and theoretical foundations of Western political philosophy and law. Combining courses from political science, philosophy, and other liberal arts disciplines, students explore issues such as justice, order, rights, the human condition, and ethical assumptions undergirding the competing concepts of human nature and society. The Legal Studies major especially is recommended for students who are considering careers in law, higher education, or public service.

The Philosophy major is designed to explore fundamental issues of knowledge, value, and meaning. The program promotes critical inquiry into basic questions in epistemology, ethics, science, religion, aesthetics, and metaphysics. The members of the Department are dedicated to an interdisciplinary approach to philosophical questions that transcend the confines of narrowly drawn disciplinary boundaries. A major in Philosophy is an excellent preparation for those going on to graduate school and for those planning professional vocations such as law. It will prove valuable in any occupation which demands clear thinking, effective communication, and the ability to understand and harmonize divergent points of view.

The Political Science major exposes students to the principal subfields of the discipline – American government, comparative government, international relations, political theory, public administration, public policy, and research methods – and develops writing, oral expression, and analytical and critical thinking skills. A major in Political Science prepares students for careers in law, public administration, public policy, management, campaigns and elections, issue advocacy, communications, the diplomatic corps, and many other exciting fields in the public, private, and nonprofit sectors. Beyond its worth in career terms, the study of politics and government can lead to more effective pursuit of a person's political interests as a civic responsibility or as an avocation.

Minors Offered

The Department offers minors in Political Science and Philosophy. It also contributes to several interdisciplinary minors, including International Studies, Cognitive Science, and Women and Gender Studies.

Master of Public Policy

The Department of Politics, Philosophy, and Legal Studies offers a 4 +1 graduate program leading to a master's degree in public policy. Students will develop leadership and analytical skills that will prepare them for careers in public service. Graduates of the Master of Public Policy program are prepared for careers in state and local government, nonprofit agencies, think tanks, lobbying firms, NGOs, and in the private sector.

Graduates of the master's program will have successfully completed the requirements for a baccalaureate degree and a fifth year of graduate academic study in public policy. The Master of Public Policy is 32 credits beyond the undergraduate bachelor's degree, with 16 combined credits taken towards the completion of the student's bachelor's degree and counting towards the Master of Public Policy.

Honors in the Discipline

The Department participates in the College Honors in the Discipline Program. For guidelines, students should consult with Dr. April Kelly-Woessner, Department Honors Coordinator.

Bachelor Degree Majors

Legal Studies (B.A.)

Student Learning Outcomes for Legal Studies:

Students will be able to:

- Formulate cogent arguments and skillfully critique the arguments of others.
- Communicate effectively and fluently in speech and in writing.
- Conduct independent, original research, demonstrating the ability to gather, organize, and present evidence, data, or information from a variety of primary and secondary sources.
- Critically analyze the relationship between law, government, and society.
- Discuss and understand major theories and criticisms of law from an interdisciplinary perspective.

- Evaluate the quality of legal research, whether it employs social scientific methods (quantitative or qualitative) or legal research methods.

For students who are interested in law school, a strong advisory component in terms of proper course work, relevant extracurricular activities and preparation for the Law School Admissions Test (LSAT) examination is offered.

The advisor for this major is Dr. Matthew Telleen.

The Legal Studies major requires the following courses (20 credits):

- PH 110 - PLE Logic and Critical Thinking

- PH 115 - HUM Ethics or
- PH 255C - Advanced Ethics: Legal

- SO 270 - Law and Social Change
- PS 301 - Mock Trial I
- PS 302 - Mock Trial II

- PS 303 - Constitutional Law I: Institutions or
- PS 304 - Constitutional Law II: Rights and Liberties

- PS 498 - Senior Seminar in Political Science

The Legal Studies major may choose from the following elective courses (20 credits):

- BA 330 - Legal Environment of Business
- BA 331 - Business and Commercial Law for Accounting/Financial Professionals
- BA 337 - International Legal and Ethical Environment of Business
- COM 248 - Communication Law and Ethics
- EC 101 - SSC Principles of Macroeconomics
- EN 283 - Legal Writing
- HI 316 - The Enlightenment and French Revolution (1600-1800)
- PH 115 - HUM Ethics
- PH 255C - Advanced Ethics: Legal
- PH 234 - HUM Justice Through the Ages
- PS 111 - SSC American National Government
- PS 290 - Judicial Process and Politics

- HPS 300 - HNR Gender and the Law (HWG 300) or
- HWG 300 - HNR Gender and the Law (HPS 300)

- PS 303 - Constitutional Law I: Institutions
- PS 304 - Constitutional Law II: Rights and Liberties

- PS 305 - Philosophy of Law (PH 305) or
- PH 305 - Philosophy of Law (PS 305)

- PS 470-478 - Internship in Political Science

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- PH 115 - HUM Ethics **Or**
- PH 255C - Advanced Ethics: Legal

- 4 credits of 100/200- level electives

Second Year Suggested Courses:

- SO 270 - Law and Social Change
- PS 301 - Mock Trial I
- PS 302 - Mock Trial II
- 4 credits of electives

Third Year Suggested Courses:

- PS 303 - Constitutional Law I: Institutions **Or**
- PS 304 - Constitutional Law II: Rights and Liberties

- PH 110 - PLE Logic and Critical Thinking
- 4 credits of electives

Fourth Year Suggested Courses:

- PS 498 - Senior Seminar in Political Science
- 8 credits of electives

Philosophy (B.A.)

Student Learning Outcomes for Philosophy:

Students will be able to:

- Formulate cogent arguments and skillfully critique the arguments of others.

- Articulate a logically and psychologically consistent worldview, to include normative, metaphysical, and epistemological elements.

- Articulate what makes life meaningful for them.
- Exhibit the capacity for critical analysis through forceful, logical argumentation in clear and consistent forms of oral and written expression. This includes both inductive and deductive reasoning.
- Demonstrate a comprehensive familiarity with the main historical answers to the central problems of Western philosophy.
- Apply philosophical theories/tenets/methods/knowledge to another field or discipline of study.
- Demonstrate the ability to harmonize divergent points of view.

Students who major in philosophy follow one of three possible tracks: **Philosophy of Science**, **Professional Ethics**, or **Humanities**. Each track combines six Department-based courses, three courses from outside the Department, and an interdisciplinary Senior Thesis.

For all the Philosophy major tracks, students must inform Registration and Records of which discipline they are using for the sequential course requirement. The first 100-level, the first 200-level, and the first 300-level courses completed in the selected discipline will be used to fulfill the sequential requirement.

Philosophy of Science track students normally will complete:

Students in the track also will be required to complete three sequential courses (100- to 300-level) in either Biology, Chemistry, Physics, Mathematics, Computer Science, or one of the Social Sciences. The advisor for this track is Dr. Michael Silberstein.

- PH 110 - PLE Logic and Critical Thinking
- PH 115 - HUM Ethics
- PH 201 - WCH History of Western Philosophy I
- PH 202 - WCH History of Western Philosophy II
- PH 213 - Philosophy of Science
- 370-level Special Topics Seminar in Philosophy or Social Science
- PH 490 - Senior Thesis in Philosophy

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- PH 110 - PLE Logic and Critical Thinking
- PH 115 - HUM Ethics

Second Year Suggested Courses:

- PH 201 - WCH History of Western Philosophy I

- PH 202 - WCH History of Western Philosophy II
- PH 213 - Philosophy of Science
- 100/200/300- level STEM or Social Science course (4 credits)

Third Year Suggested Courses:

- PH 370-378 - Special Topics in Philosophy
- Two 100/200/300- level STEM or Social Science courses (8 credits total)

Fourth Year Suggested Courses:

- PH 490 - Senior Thesis in Philosophy

Professional Ethics track students normally will complete:

Students in this track also will be required to complete three sequential courses (100- to 300-level) in a professional area of study, such as Business, Communications, or Education. The advisor for this track is Dr. Alexandria Poole.

- PH 110 - PLE Logic and Critical Thinking
- PH 115 - HUM Ethics

- PH 201 - WCH History of Western Philosophy I or
- PH 202 - WCH History of Western Philosophy II

- 370-level Special Topics Seminar in Ethical Theory
- PH 490 - Senior Thesis in Philosophy

And two courses from:

- PH 255A - Advanced Ethics: Business (BA 255A)
- PH 255B - Advanced Ethics: Medicine
- PH 255C - Advanced Ethics: Legal
- PH 255D - Advanced Ethics: Environmental

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- PH 110 - PLE Logic and Critical Thinking
- PH 115 - HUM Ethics

Second Year Suggested Courses:

- PH 201 - WCH History of Western Philosophy I **Or**
- PH 202 - WCH History of Western Philosophy II

Two of the following:

- PH 255A - Advanced Ethics: Business (BA 255A)
- PH 255B - Advanced Ethics: Medicine
- PH 255C - Advanced Ethics: Legal

- 100/200/300- level Philosophy course (4 credits)

Third Year Suggested Courses:

- PH 370-378 - Special Topics in Philosophy
- Two 100/200/300- level Philosophy course (8 credits total)

Fourth Year Suggested Courses:

- PH 490 - Senior Thesis in Philosophy

Humanities track students normally will complete:

Students in this track also will be required to complete three sequential courses (100- to 300-level) in another branch of the Humanities – Religious Studies, Modern Languages, History, English, and any of the Fine and Performing Arts. The advisor for this track is Dr. Gabriel Ricci.

- PH 105 - WCH Introduction to Philosophy
- PH 110 - PLE Logic and Critical Thinking
- PH 201 - WCH History of Western Philosophy I
- PH 202 - WCH History of Western Philosophy II

- PH 320 - Philosophy of Religion (REL 320) or
- PH 462 - Film Studies Capstone Course

- 370-level Special Topics Seminar in Philosophy of Art or Literature (Aesthetics)
- PH 490 - Senior Thesis in Philosophy

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- PH 105 - WCH Introduction to Philosophy
- PH 110 - PLE Logic and Critical Thinking

Second Year Suggested Courses:

- PH 201 - WCH History of Western Philosophy I
- PH 202 - WCH History of Western Philosophy II
- 100/200/300- level Philosophy course (4 credits)

Third Year Suggested Courses:

- PH 320 - Philosophy of Religion (REL 320)
- PH 370-378 - Special Topics in Philosophy
- Two 100/200/300- level Philosophy courses (8 credits total)

Fourth Year Suggested Courses:

- PH 462 - Film Studies Capstone Course
- PH 490 - Senior Thesis in Philosophy

Political Science (B.A.)

Student Learning Outcomes for Political Science:

Students will be able to:

- Explain the major theories, concepts, and methods of political analysis – empirical, normative, and policy-oriented.
- Apply theories, concepts, and methods used in the study of politics to political ideas, institutions, and practices.
- Exercise critical judgment, analyze, and synthesize relevant information and construct reasoned argument.
- Communicate effectively and fluently in speech and in writing.
- Conduct independent, original research, demonstrating the ability to gather, organize, and present evidence, data, and information from a variety of primary and secondary sources.
- Be involved in matters of public concern locally, nationally, and globally.

The Political Science major requires the following courses:

- PS 111 - SSC American National Government
- PS 150 - NCH Introduction to Comparative Politics
- PS 205 - WCH Western Political Heritage
- PS 230 - Research Methods
- PS 245 - NCH International Relations

- PS 498 - Senior Seminar in Political Science
- An additional 20 credits of political science courses or other approved electives
- Participation in a for-credit experiential-learning or off-campus study program approved by the Department and the Office of Registration and Records. Examples of such programs include: the Department's Capital Semester Internship Program (PS 479), the Queen's University International Study Centre at Herstmonceux Castle; the American University Washington Semester Program; BCA Study Abroad programs; the Summer Study Abroad Oxford, England, Programme; and May term international experiences sponsored by individual faculty and Departments. Approved political science courses in these off-campus programs will count toward the major.

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- PS 111 - SSC American National Government
- PS 150 - NCH Introduction to Comparative Politics

Second Year Suggested Courses:

- PS 205 - WCH Western Political Heritage
- PS 230 - Research Methods
- PS 245 - NCH International Relations

Third Year Suggested Courses:

- 12 credits of Political Science electives

Fourth Year Suggested Courses:

- PS 498 - Senior Seminar in Political Science
- 8 credits of Political Science electives

Notes:

The Political Science major has no modern or ancient language requirement beyond the Power of Language - Other requirement in the core program. However, students are encouraged to develop competency in a modern language, particularly if they are interested in study abroad.

MA 251 is suggested to satisfy the Mathematics core requirement.

If a student has received AP credit for PS 111 and is interested in taking sophomore-level courses in political science, she/he should consult with the department chair first. PS 205 or PS 245 are good choices.

For information about the American University Washington Semester Program, students should contact Dr. Fletcher McClellan. For internship opportunities in Harrisburg through the Department's Capital Semester Internship Program (PS 417), students should contact Dr. April Kelly-Woessner.

Master's Degree Programs

Master of Public Policy (M.P.P.)

Requirements for admission into the graduate program:

- Students should take Microeconomics and Macroeconomics in junior year.
- Students must maintain an undergraduate GPA minimum of a 3.0.

Applications for acceptance are due to Dr. April Kelly-Woessner, Director of the Public Policy Program in the fall semester of a student's junior year. Students will be notified of their acceptance in the spring semester of their junior year.

Additional requirements to attain the Master of Public Policy:

- Students must complete 16 combined undergraduate/graduate credits in their senior year.
- Students must maintain a minimum Public Policy GPA of 3.0.
- Students must achieve a minimum grade of C- or better in all graduate courses.
- College policies on course repeats apply to graduate study.
- Successful defense of Master's Thesis.

Student Learning Outcomes for Master of Public Policy:
Students will be able to:

- Explain the steps of the policymaking process, including problem setting, formulation, implementation, analysis, and evaluation.
- Apply theories and concepts associated with the development of U.S. public policy to evaluate a policy problem.
- Conduct original research and analysis of a policy problem, using advanced data analysis techniques.
- Demonstrate the ability to interpret, synthesize, and critique prior research on a complex policy problem.
- Clearly communicate informed policy recommendations in written and oral forms, to policymakers, interest groups, and the public.
- Identify major ethical dilemmas associated with the public policy process.

Combined undergraduate/graduate course requirements typically taken in senior year:

- PP 520 - Public Policy Research I: Research Design and Data Analysis
- PP 521 - Public Policy Research II: Advanced Statistics
- PP 542 - Pennsylvania Politics and Policy (PS 342)
- PP 563 - American Domestic Policy (PS 363)

Graduate course requirements typically taken in the fifth year:

- PP 555 - Public Policy Ethics (PH 355)
- PP 561 - Public Administration (PS 361)
- Two departmentally approved Public Policy electives

- PP 575 - Public Policy Internship (taken in the summer)
- PP 698 - Master's Thesis I
- PP 699 - Master's Thesis II

Academic Minors

Philosophy Minor

Philosophy Minor advisor is Dr. Alexandria Poole. Please contact Dr. Poole for questions regarding courses eligible for the minor.

Students pursuing a Philosophy minor normally complete 20 credits including:

- PH 105 - WCH Introduction to Philosophy
- PH 110 - PLE Logic and Critical Thinking

- PH 201 - WCH History of Western Philosophy I or
- PH 202 - WCH History of Western Philosophy II

- One 200-level Philosophy elective
- One 300-level Philosophy elective

Political Science Minor

A **Political Science minor** requires 20 credits of course work.

The following courses are required:

- PS 111 - SSC American National Government

- PS 150 - NCH Introduction to Comparative Politics or
- PS 245 - NCH International Relations

- PS 205 - WCH Western Political Heritage
- Eight credits of Political Science electives, at least four of which must be at the 300- or 400-level

Honors Political Science Courses

HPS 300 - HNR Gender and the Law (HWG 300)
4.00 credits. This interdisciplinary Honors course will examine issues of gender in the context of American statutory and constitutional law. Due to its interdisciplinary nature, course material will draw from the disciplines of history, law, political science, psychology, and sociology to better understand how law affects gendered groups in the United States. We will address such topics as sexual discrimination, sexual harassment, reproductive rights, same-sex marriage, and other issues. Honors students only.

Philosophy Courses

PH 105 - WCH Introduction to Philosophy
4.00 credits. **(Western Cultural Heritage Core Course)** A historical overview and a topical introduction to the Western philosophical tradition, the course concentrates on the most fundamental existential questions that confront us, and examines some of the great Western philosophers' answers to these questions throughout history. Great historical figures in Western philosophy such as Plato, Aquinas, Descartes and Hume are covered. Course topics and questions include: philosophy of religion, epistemology, metaphysics and ethics.

PH 110 - PLE Logic and Critical Thinking
4.00 credits. **(Power of Language Core Course)** This course is an overview of the key skills that are necessary for being a critical thinker in general, and it is an overview of the various impediments to critical thinking and the pitfalls they can lead to such as prejudice and authoritarianism. The student will learn the difference between mere rhetoric and persuasion on the one hand, and cogent reasoning on the other. The student will be trained in both deductive and inductive patterns of reasoning, and learn to spot and evaluate such arguments in the wild—magazines, political speeches, advertising, etc. In addition to learning how to be a critical (and thus persuasive) thinker, writer and speaker, the student will also learn about the many roadblocks to critical thinking such as: formal/informal fallacies, naïve ideas about the reliability of memory/perception, social context/group-think, etc. The focus of the course will be critical thinking in real world decision making. This course is open to students with advanced English placement as well as those who have already completed their PLE requirement.

PH 115 - HUM Ethics
4.00 credits. **(Humanities Core Course)** A study of the nature, origin and development of ethical theories from both a historical and contemporary perspective and their relevance to significant current moral dilemmas such as abortion, euthanasia, capital punishment and environmental issues. Special attention is given to the exploration of enduring moral concerns, such as moral realism versus relativism, egoism, altruism, the role of reason in ethics, and the nature of responsible moral decision making.

PH 200 - History and Philosophy of Science
4.00 credits. This course will cover the nature of scientific laws and explanation, the problem of induction, realism, the Quine-Duhem thesis, falsifiability, instrumentalism, Ptolemaic astronomy, Copernican astronomy, Kepler's laws, the Aristotelian worldview, the Newtonian worldview, the special theory of relativity, the general theory of relativity, space-time structure, time travel, quantum theory, the EPR conundrum, quantum non-locality, and Bell's theorem. The material will be presented in historical context.

PH 201 - WCH History of Western Philosophy I
4.00 credits. **(Western Cultural Heritage Core Course)** Engagement in an in-depth survey of the central issues and thinkers in Western Philosophy in ancient, medieval and early modern periods. Special emphasis is placed on the works of major figures such as Plato, Aristotle, Augustine, Aquinas, Ockham and Descartes with a view toward exploring their respective positions on critical questions in epistemology, metaphysics, ethics, politics and aesthetics.

PH 202 - WCH History of Western Philosophy II
4.00 credits. **(Western Cultural Heritage Core Course)** This course engages in an in-depth survey of the central issues and thinkers in the modern and contemporary periods. Special emphasis is placed on major figures such as Kant, Locke, Hume, Hegel, Nietzsche, Wittgenstein and Heidegger with a view toward exploring their respective positions in regard to epistemology, metaphysics, ethics, politics and aesthetics.

PH 213 - Philosophy of Science
4.00 credits. Fundamental issues in the philosophy of science, such as the nature of scientific laws and explanation, the problem of induction, realism and anti-realism, and scientific progress will be treated. We will concern ourselves with questions such as: What claims are we justified in making within science? Do our best scientific theories give us a literally true account of the whole universe or an approximately true account? Are the entities studied by science really "out there in the world," or are they merely convenient fictions?

PH 234 - HUM Justice Through the Ages
4.00 credits. **(Humanities Core Course)** This seminar addresses the subject of justice as it has appeared in classical literature. Many of the readings involve the contest between positive law, enacted by the state, and what has been labeled natural or eternal law. The course begins with readings from the ancient world and concludes with modern-day readings on the subject. It also includes films that eloquently address the perennial problems associated with defining justice.

PH 235 - HUM Bioethics
4.00 credits. **(Humanities Core Course) *A Guided Writing and Research Course.** Rapid development of technology during the 20th century has allowed biologists to gather, process, and manipulate animal and plant tissue at a rate faster than any other time in human history. In this course we will investigate the ethical issues surrounding the use of this technology in the medical, research, and agricultural fields by drawing upon a variety of disciplinary perspectives including biology, ethics, history, law, literature, political science, psychology, and religion.

PH 239 - WCH Philosophy and History of Physics
4.00 credits. **(Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** The aim of this course is to explore the relationship between philosophy and physics, with a focus on selected issues in the history and philosophy of modern physics. That is, this is a history of ideas course that focuses on theoretical physics from its inception to the present. In the first part we focus on the philosophy of space and time. In the second part, we focus on scientific revolutions and physical reality: what happens when a scientific revolution occurs, such as in the passage from Newtonian mechanics to Einstein's relativity theory?

PH 255A - Advanced Ethics: Business (BA 255A)
4.00 credits. Business Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the actual practice of business.

PH 255B - Advanced Ethics: Medicine
4.00 credits. Medical Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the actual practice of medicine.

PH 255C - Advanced Ethics: Legal
4.00 credits. Legal Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the actual practice of law.

PH 255D - Advanced Ethics: Environmental
4.00 credits. Environmental Ethics is part of a four-course sequence in Applied Ethics. In each course, a theoretical foundation for ethical discourse within the respective field is established. This course then proceeds to a detailed treatment of central ethical dilemmas in the practice of public policy with regard to environmental use and protection.

PH 275 - HUM Science and Values
4.00 credits. **(Humanities Core Course)** Many people now recognize that for both good and ill, science is value-laden, e.g., scientists are influenced by ethical and political values when they do science. Scientists are people, just like the rest of us. The truth is that values shape research methods, agendas, and applications of scientific knowledge. More controversially, it maybe that even theory choice and theory testing are value-laden. So all this raises questions, how can we inform our consciences and pursue implementations of scientific and technological developments that are just and respectful of human dignity? What is the responsibility of the scientist or engineer for the uses their work is put to? By what means, in which respects, and to what extent does science change our world and does the world change science? Which of these changes are morally positive and which are not? To answer these questions we need an approach to science that integrates the history, philosophy, anthropology, psychology, sociology, and economics of science and scientists into a comprehensive analysis. This course will introduce the student to foundational ethical theories and principles, and then apply them to various case studies in the area of science and values.

PH 290 - Introduction to Cognitive Science (CSC 290)
4.00 credits. Cognitive science is an interdisciplinary science that integrates elements of philosophy, psychology, neuroscience, and computer science into a unified field of study. Cognitive learning, consciousness and emotion from each of these perspectives, ranging from abstract and formal theories at one end to well-defined empirical research and computer modeling at the other. As a required course for the Cognitive Science Minor, Introduction to Cognitive Science provides exposure to a variety of disciplines, with particular focus on how they cooperate to study human thought, experience and behavior. Fall semester.

PH 305 - Philosophy of Law (PS 305)
4.00 credits. An analysis of the major underlying philosophical issues of both criminal and civil law. Special attention is given to natural law theory, legal positivism, epistemological foundations of legal reasoning and interpretation, and the moral foundations of retributive and distributive justice.

PH 320 - Philosophy of Religion (REL 320)
4.00 credits. A study of the various rational efforts to establish the validity of the religious perspective. Topics will include: the nature of religious experience, the relationship between faith and reason, the arguments for the existence of God, the problem of evil, the possibility of miracles and immortality, and the relationship between religion and ethics, and religion and science.

PH 355 - Public Policy Ethics
4.00 credits. This course explores how ethics, morality, religion, and culture influence the policy making process. Students learn to apply principles of moral reasoning to contemporary policy debates. Fall semester.

PH 370-378 - Special Topics in Philosophy
4.00 credits. A series of courses with topics not otherwise covered in the curriculum. Offered when student interest and faculty availability justify. **Prerequisite(s):* Permission of the instructor. This course is repeatable for credit.

PH 462 - Film Studies Capstone Course
4.00 credits. An analysis of selected perennial issues in philosophy through the media of film and literature. Areas of investigation will include: the nature of Self and Reality, the nature of Knowledge, as well as issues in moral and political philosophy. **Prerequisite(s):* COM 261 and a minimum of 16 earned credits in the minor or permission of instructor. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

PH 480-489 - Independent Study in Philosophy
4.00 credits. Advanced students have the opportunity to study specialized areas not otherwise included in the curriculum. **Prerequisite(s):* Approval of the Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

PH 490 - Senior Thesis in Philosophy
4.00 credits. An individualized study project involving research of a topic and the preparation of a major paper. The paper is presented orally to the Philosophy Department staff and interested persons. This is normally done during the senior year. **Signature Learning Experience: Supervised Research.** Register by Instructor.

Political Science Courses

PS 111 - SSC American National Government
4.00 credits. **(Social Sciences Core Course)** Students are introduced to the social sciences through analysis of how the American political system works and the factors that shape American political behavior. In particular, students will examine American political ideals, the U.S. Constitution, federalism, and civil rights and liberties; the media, public opinion, political organizations and elections; and the presidency, bureaucracy, Congress and the Courts. Throughout, students will think critically about the origins and structure of Americans' beliefs about politics, and about how American law and public policy are made.

PS 150 - NCH Introduction to Comparative Politics
4.00 credits. **(Non-Western Cultural Heritage Core Course)** A comparison and contrast of the political systems of selected foreign nations, emphasizing the historical development of party systems, political cultures and executive-legislative relations. Spring semester.

PS 205 - WCH Western Political Heritage
4.00 credits. **(Western Cultural Heritage Core Course)** A critical assessment of the ideas and selected original works of leading Western social and political thinkers since Plato. Justice, equality, war and peace, rights, freedom, order and community are among some of the ideas to be examined from a variety of critical and historical perspectives.

PS 211 - SSC Political Psychology (PSY 211)
4.00 credits. **(Social Science Core Course) *A Guided Writing and Research Course.** This interdisciplinary course explores the intersection between political science and psychology. It introduces students to psychological theories and research findings in order to explain what people think, feel and do about contemporary political issues. Specifically, the course draws on psychological concepts regarding motivation, personality, cognition, attribution, emotion and identity to examine mass political behavior and public opinion.

PS 215 - SSC Political Communication
4.00 credits. **(Social Science Core Course) *A Guided Writing and Research Course.** This interdisciplinary course explores the intersection between political science and communication. It introduces students to communication theories and research findings in order to explain how political information is created, disseminated, and evaluated by political elites and citizens. The first part of the course introduces students to communication theory and various methodological approaches to the study of political communication. The second part of the courses examines the role of the mass media in a democracy. The third part of the course examines social communication networks and the sharing of political information within the family, workplace, and community.

PS 225 - HUM American Democracy in Film and Fiction
4.00 credits. **(Humanities Core Course) *A Guided Writing and Research Course.** An examination of democratic theory through major films and novels depicting the American political experience from the 1930s to the present. Questions to be explored include whether political elites are accountable to the general public, whether mass control of government is desirable, and how democracies should deal with evil.

PS 230 - Research Methods
4.00 credits. Techniques of empirical political research and the development of modern methods of analysis and data presentation in political science with reference to contributions from other social sciences. A major research project on methodology is required. Register by Instructor. Spring semester.

PS 233 - NCH The Arab Spring (INT 233)
4.00 credits. **(Non-Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** This course provides an in-depth analysis of the Arab Spring, series of revolutions, protests, rebellions that have been ongoing in the Arab world since 2011. It analyzes the causes behind the uprisings and the path that each continues to take. Situating the Arab Spring in diplomatic history, it explores the political and socio-economic characteristics of the countries to illustrate why the success of democratic transition in the Middle Eastern and North African region vary. May term only.

PS 240 - WCH Foundations of American Democracy
4.00 credits **(Western Cultural Heritage Core Course)** This course traces the roots of the early American republic. Students will explore how Greek, Roman, and English traditions influenced American democracy and the Founding Fathers. Students will also discuss topics including the Declaration of Independence, Articles of Confederation, U.S. Constitutional Convention, and the Federalist and Anti-Federalist Papers.

PS 245 - NCH International Relations
4.00 credits. **(Non-Western Cultural Heritage Core Course)** Survey of the basic units of analysis, concepts and principles of global international relations with emphasis on the formulation and implementation of foreign policy in the context of political, economic, military and cultural factors.

PS 290 - Judicial Process and Politics
4.00 credits. This course is designed to give students a broad understanding of the function and structure of the American courts and the various actors who comprise the judiciary. The course will examine such topics as the hierarchy of courts, judicial selection methods, models of judicial decision-making, the judiciary's interaction with the other branches of government, and contemporary problems in the American justice system. Fall semester.

PS 301 - Mock Trial I
2.00 credits. To prepare and conduct a criminal jury trial in the American Mock Trial Association regional and national competition. *May only be taken once for credit. A student may elect to repeat this class for the experience; however, no additional credit is earned. Graded Pass/No Pass. Fall semester.

PS 302 - Mock Trial II
2.00 credits. To prepare and conduct a criminal jury trial in the American Mock Trial Association regional and national competition. **Prerequisite(s):* PS 301 in the same academic year. *May only be taken once for credit. A student may elect to repeat this class for the experience; however, no additional credit is earned. **Signature Learning Experience: Practicum.** Graded Pass/No Pass. Spring semester.

PS 303 - Constitutional Law I: Institutions
4.00 credits. This course examines the Supreme Court's interpretation of the powers granted by the U.S. Constitution to the institutions of the federal government. Topics include the power of judicial review, constraints on judicial power, the sources and scope of Congressional power, the domestic powers of the President, the President and foreign affairs, and the separation of powers. Fall semester.

PS 304 - Constitutional Law II: Rights and Liberties
4.00 credits. This course examines the Supreme Court's interpretation of the protections provided by the U.S. Constitution against governmental intrusion on our civil liberties. Topics include First Amendment issues, such as freedom of speech, freedom of religion, and the establishment clause; 14th Amendment issues, such as right to privacy; discrimination based on race, gender and sexual orientation; and remedies for discrimination such as affirmative action. Spring semester.

PS 305 - Philosophy of Law (PH 305)
4.00 credits. An analysis of the major underlying philosophical issues of both criminal and civil law. Special attention is given to natural law theory, legal positivism, epistemological foundations of legal reasoning and interpretation, and the moral foundations of retributive and distributive justice.

PS 313 - The American Presidency
4.00 credits. An examination of the development of the modern presidency as institution, symbol and policymaker. Topics to be covered include the nature of presidential power, the institutional presidency, relations with the public and governmental institutions in the United States, and policy leadership in foreign and domestic affairs. **Prerequisite(s):* PS 111.

PS 314 - Legislative Process and Behavior
4.00 credits. An exploration of the American legislative process, operating procedures of the United States Congress, and factors that influence congressional decision making, including constitutional constraints, congressional rules and members' own drives and ambitions. A substantial portion of the course will emphasize the techniques and methods researchers employ in the study of Congress. **Prerequisite(s):* PS 230, or permission of instructor.

PS 315 - Public Opinion and Political Behavior
4.00 credits. An examination of opinion formation and predictors of political behavior. Topics include measurement of public opinion, stability and strength of opinions, the impact of public opinion on the political process, mass political behavior, voting behavior and collective action dilemmas. **Prerequisite(s):* PS 230, or permission of the instructor.

PS 316 - The American Electoral Process
4.00 credits. Analysis of the process of recruiting, nominating and electing candidates for national office in the United States., the major participants in national elections, and the impact of elections on public policymaking. **Signature Learning Experience: Community-Based Learning.**

PS 323 - Politics Through Film and Literature
4.00 credits. A study of political novels and films and how these art forms have significantly shaped our understanding of politics. Democracy, totalitarianism, social inequality, terrorism, justice and the rule of law are among some of the topics examined.

PS 326 - American Political Thought
4.00 credits. Historical analysis of major American political thinkers from the Puritans to the present with special consideration given to the founding principles of the American republic.

PS 328 - Politics and Religion
4.00 credits. Analysis of the relationships between forms of government and religious attitudes and practices with emphasis on the influence of religion on political life and of religious interpretations of politics.

PS 332 - Model United Nations (INT 332)
4.00 credits. This course introduces the history, structure, functions, and activities of the United Nations. It is designed to provide students with theoretical and historical foundations to study the UN and understand the modalities of international diplomacy at this defining moment in history. This course goes beyond a traditional approach to the study of the UN, as students taking this course are required to participate at an intercollegiate Model United Nations simulation conference. **Signature Learning Experience: Internship.**

PS 340 - Political Violence and Terrorism
4.00 credits. This course systematically analyzes political violence and terrorism in comparative and international perspective. It introduces students to the historical, analytical and comparative study of terrorism, civil wars, and other forms of political violence. It surveys competing theories about the causes, conduct, and conclusion of the political conflicts and political violence in the world and examines how the international community deals with different forms of political violence. Alternating spring semesters.

PS 342 - Pennsylvania Politics and Policy (PP 542)
4.00 credits. This course will examine Pennsylvania government, its structure and the politics that impact policy. Throughout the course we will monitor major policy issues at the state level and have the opportunity to discuss those policy issues with state officials, lobbyists, and members of the media. Spring semester.

PS 345 - American Foreign Policy
4.00 credits. Emphasis on the 1990s and beyond, with consideration of major international challenges and opportunities facing the United States, social and governmental processes in foreign policy decision making, and the large role of American society and the private sector in the United States' presence in the world.

PS 350 - European Union Simulation I (BA 350)
4.00 credits. Study of the principles and theories of European integration, the history of the current European Union (E.U.) from the Treaty of Rome to the present, and the structure and functioning of the European Union, including class participation representing an E.U. Member State in the annual Mid-Atlantic European Union Consortium E.U. Simulation in Washington, D.C. **Signature Learning Experience: Community-Based Learning.** Fall semester.

PS 360 - Washington Institute (BA 360)
4.00 credits. The course highlights relationships between the legislative, executive, independent agencies and third-party institutions that directly affect how policy is made in the United States. The course exposes students to the mechanism that is used to formulate policy for the United States. The Institute will focus heavily on International policy and the inner workings of the various institutional agents that participate in the process of making policy. Students will observe and develop a critical sense of how to weigh the various interests before policy is ultimately made. Students will learn to examine the purpose of policy and evaluate how it will impact various industries. **Prerequisite(s):* BA 101. **Signature Learning Experience: Community-Based Learning.** Register by Instructor.

PS 361 - Public Administration (PP 561)
4.00 credits. A study of the role and influence of executive branch departments and agencies in American politics, government, and policymaking. Differences between public- and private-sector leadership, decision making, communications, organization, budgeting, and human resource management will be emphasized. Spring semester.

PS 363 - American Domestic Policy (PP 563)
4.00 credits. An examination of the development and impact of selected public policies in health care, welfare, education, energy, and the environment. Students will conduct policy analyses, making use of information resources in the Harrisburg area. Fall semester.

PS 365 - Women and Politics
4.00 credits. Examination of the role of women in the political process. Topics include feminist theory, the development of the women's movement, participation of women in the political process as voters and elected officials, and public policy issues affecting women, including the feminization of poverty, reproductive rights and equality in the workforce.

PS 370-378 - Special Topics in Political Science
Variable credit. Topical areas and problems of political science, subjects chosen in accord with student demand. Credit variable based upon topics. This course is repeatable for credit.

PS 470-478 - Internship in Political Science
Variable (0.00 to 8.00) credits. This course provides students with applied field instruction in political science. A maximum of eight credit hours from Political Science 470-478 may count as political science or legal studies electives. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

PS 479 - Capital Semester Internship
Variable credit. Applied field experience in politics and public administration for state or local government agencies, the state legislature, and private political organizations. Normally, four credits are given to internships contracted for two regular office-hour days a week. Full-time internships receive eight hours of credit. **Prerequisite(s):* PS 361, junior or senior status. **Signature Learning Experience: Internship.** Register by Instructor.

PS 480-489 - Independent Study in Political Science
Variable credit. Designed to offer independent study to advanced students, making use of techniques of political science in specific problem areas not included in the Department's regular offerings. **Prerequisite(s):* Approval of Department Chair and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

PS 491 - Research in Political Science
Variable (1.00 to 4.00) credit(s). An original research investigation planned and performed by students in consultation with faculty. A paper is written and major findings are presented orally to faculty and peers. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. A maximum of four credit hours from PS 491 and PS 492 combined can count as Political Science electives. Additional credits count as free electives. **Prerequisite(s):* At least sophomore standing. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass or Letter Graded. Register by Instructor. Fall semester. This course is repeatable for credit.

PS 492 - Research in Political Science
Variable (1.00 to 4.00) credit(s). An original research investigation planned and performed by students in consultation with faculty. A paper is written and major findings are presented orally to faculty and peers. Students

must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. A maximum of four credit hours from PS 491 and PS 492 combined can count as Political Science electives. Additional credits count as free electives. **Prerequisite(s):* At least sophomore standing. **Signature Learning Experience: Supervised Research.** Graded Pass/No Pass or Letter Graded. Register by Instructor. Spring semester. This course is repeatable for credit.

PS 498 - Senior Seminar in Political Science
4.00 credits. An integrative, capstone course in political science, in which significant controversies in political theory and practice will be discussed and analyzed. Course requirements include a major research project and the ETS Major Field Test in Political Science. **Prerequisite(s):* Senior status, or permission of the instructor. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Fall semester.

PS 499 - Senior Thesis
4.00 credits. An individualized study project involving research of a topic and the preparation and defense of a major paper or project in consultation with the student's honors advisor and the Department faculty. Completion of this course does not assure recognition for Honors in the Discipline. **Prerequisite(s):* Invitation to Honors in the Discipline Program and PS 498. **Signature Learning Experience: Supervised Research.** Register by Instructor. Spring semester.

Master of Public Policy Courses

PP 520 - Public Policy Research I: Research Design and Data Analysis
4.00 credits. This course provides students with an understanding of the various methodological approaches used to analyze public policy. Students learn to collect, analyze, and organize data in order to inform public policy debates. Register by Instructor. Fall semester.

PP 521 - Public Policy Research II: Advanced Statistics
4.00 credits. This course provides students with the skills to analyze public policy issues using advanced statistical techniques. **Prerequisite(s):* PP 520. Register by Instructor. Spring semester.

PP 542 - Pennsylvania Politics and Policy (PS 342)
4.00 credits. This course will examine Pennsylvania government, its structure and the politics that impact policy. Throughout the course we will monitor major policy issues at the state level and have the opportunity to discuss those policy issues with state officials, lobbyists, and members of the media. Register by Instructor. Spring semester.

PP 555 - Public Policy Ethics (PH 355)
4.00 credits. This course explores how ethics, morality, religion, and culture influence the policy making process. Students learn to apply principles of moral reasoning to contemporary policy debates. Register by Instructor. Fall semester.

PP 561 - Public Administration (PS 361)
4.00 credits. A study of the role and influence of executive branch departments and agencies in American politics, government, and policymaking. Differences between public- and private-sector leadership, decision making, communications, organization, budgeting, and human resource management will be emphasized. Register by Instructor. Spring semester.

PP 563 - American Domestic Policy (PS 363)
4.00 credits. An examination of the development and impact of selected public policies in health care, welfare, education, energy, and the environment. Students will conduct policy analyses, making use of information resources in the Harrisburg area. Register by Instructor. Fall semester.

PP 575 - Public Policy Internship
Variable (0.00 to 8.00) credit(s) Students complete a policy internship, working for a state government agency, lobbying firm, non-profit agency, or other approved client. Eight credits of internship experience are required for the MPP degree. **Prerequisite(s):* PP 521. Register by Instructor.

PP 698 - Master's Thesis I
4.00 credits. Students work closely with a faculty advisor and two committee members to develop a plan for a comprehensive policy analysis project. Students present and defend a 12-15 page prospectus, which lays the groundwork for the Master's Thesis. **Prerequisite(s):* PP 521. Register by Instructor. Fall semester.

PP 699 - Master's Thesis II
4.00 credits. As the capstone to the MPP curriculum, students complete a major policy analysis project, usually 35-40 pages in length. The Master's Thesis defines an issue, designs research strategies, gathers data, evaluates alternative solutions, and makes an informed policy recommendation. **Prerequisite(s):* PP 698. Register by Instructor. Spring semester.

Department of Psychology

Pretz (Chair), Dalton, Lemley, MacFarlane, Rider, Roy, Smith

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The Psychology department seeks to develop reflective, compassionate, and critical thinkers. The department offers courses in all the primary subfields of Psychology including the study of Mind and Body, Self and Society, and Clinical and Counseling Psychology. Students develop skills in statistics and research methods and hone their critical thinking, writing, and presentation skills. Each student conducts an original research project in collaboration with a faculty member and completes a course involving work with a community partner. Internships in clinical and non-clinical settings are strongly encouraged, and training in foundational mental health skills is offered. Through individualized academic advising and a professional development seminar, students are prepared for either the direct pursuit of careers in psychology, or for further graduate and professional studies in psychology, neuroscience, medicine, business, education, human services, or law.

Major Offered

The Department offers a Psychology major.

Minors Offered

The Department offers a Psychology Minor. The Department also participates in the interdisciplinary Cognitive Science Minor and the Women and Gender Studies Minor.

Honors in the Discipline

The Department of Psychology participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

Psychology (B.A.)

Student Learning Outcomes for Psychology:

Students will be able to:

Scientific and Critical Thinking

- Critically analyze, synthesize, and evaluate ideas.
- Conduct independent psychological research and apply psychological and methodological concepts to novel research ideas.

Knowledge Base

- Describe current and historical concepts and theories within the domains of the field: Mind and Body, Self and Society, Clinical and Counseling.

Ethical Reasoning in the Field

- Apply ethical standards to evaluation of psychological science and practice with sensitivity to context, diversity, and human differences.

Communication

- Effectively convey an evidence-based analysis of psychological research and theories through oral and written formats.
- Interact effectively with others in academic and applied settings.

Professional Development

- Apply psychological content and skills to career goals and cultivate a sense of purposeful life work.

The Psychology major requires:

- PSY 105 - SSC Introduction to Psychology
- PSY 125 - NPS Introduction to Neuroscience
- PSY 205 - Career Seminar
- PSY 280 - Psychological Statistics
- PSY 285 - Psychological Research Methods
- PSY 485 - Advanced Psychological Research
- Three credits of electives in Psychology

All students are required to complete one Community- Based Learning course (not restricted to course offerings in Psychology). This course can count towards other requirements within the Psychology major.

Domains of Psychology

Two of the five courses taken in the Domains of Psychology must be at the 300-level.

Mind and Body

Choose two of the following:

- PSY 210 - Sensation and Perception
- PSY 220 - Health Psychology
- PSY 310 - Intelligence and Creativity
- PSY 315 - Cognitive Psychology
- PSY 325 - Psychopharmacology

Self and Society

Choose two of the following:

- PSY 230 - Psychology of Women and Gender
- PSY 235 - Social Psychology
- PSY 240 - Child and Adolescent Development
- PSY 245 - Adult Development and Aging
- PSY 330 - Psychology of Diversity (WGS 330)
- PSY 335 - Applied Social Psychology

Clinical and Counseling

Choose one of the following:

- PSY 250 - Psychopathology
- PSY 255 - Psychotherapy and Assessment
- PSY 350 - Child Psychopathology and Treatment
- PSY 355 - Counseling Psychology
- PSY 360 - Psychology of Stress

One of the following:

- PSY 410 - Seminar in Perception
- PSY 415 - Seminar in Cognition
- PSY 435 - Seminar in Social Psychology
- PSY 440 - Seminar in Developmental Psychology

Suggested Four Year Planner:

First Year Suggested Courses:

- PSY 105 - SSC Introduction to Psychology (Preferably to be taken in the first semester)
- PSY 125 - NPS Introduction to Neuroscience (Preferably to be taken in the second, third, or fourth semester.)

- One 200-level course in the Domains of Psychology (Mind and Body, Self and Society, Clinical and Counseling)
- Five Core/Elective courses (20 credits total)

Second Year Suggested Courses:

- PSY 280 - Psychological Statistics (Fall semester only)
- PSY 285 - Psychological Research Methods (Spring semester only)
- PSY 205 - Career Seminar (Preferably to be taken in the Spring semester of the sophomore year.)
- PSY 125 - NPS Introduction to Neuroscience
- One or two 200-level courses in the Domains of Psychology (Mind and Body, Self and Society, Clinical and Counseling)
- Three Core/Elective courses (12 credits total)

Third Year Suggested Courses:

- One 200-level course in the Domains of Psychology (Mind and Body, Self and Society, Clinical and Counseling)
- Two 300-level courses in the Domains of Psychology (Mind and Body, Self and Society, Clinical and Counseling)

  One Seminar course may be taken in the Spring semester of the Third year or Fall semester of the Fourth year.

- PSY 410 - Seminar in Perception **Or**
- PSY 415 - Seminar in Cognition **Or**
- PSY 435 - Seminar in Social Psychology **Or**
- PSY 440 - Seminar in Developmental Psychology

- PSY 475 - Internship in Psychology
- Four Elective courses (16 credits total)

Fourth Year Suggested Courses:

One Seminar course may be taken in the Spring semester of the Third year or Fall semester of the Fourth year.

- PSY 410 - Seminar in Perception **Or**
- PSY 415 - Seminar in Cognition **Or**
- PSY 435 - Seminar in Social Psychology **Or**
- PSY 440 - Seminar in Developmental Psychology

- PSY 485 - Advanced Psychological Research

- PSY 455 - Clinical Practicum
- PSY 475 - Internship in Psychology
- PSY 490 - Research Practicum
- One 300-level course in the Domains of Psychology (Mind and Body, Self and Society, Clinical and Counseling)
- Two additional Core or Elective courses (8 credits total)

Notes:

PSY 105 is a prerequisite to all psychology courses, except PSY 125 and PSY 325.

Students must achieve an average of a C- or better for PSY 280 and PSY 285 to continue in the major

Academic Minors

Psychology Minor

Students are encouraged to tailor their selection of courses to their personal and career goals in consultation with a member of the Psychology faculty.

The Psychology minor requires the following courses:

- PSY 105 - SSC Introduction to Psychology
- 16 credits of Psychology electives; at least four credits of which must be at the 300- or 400-level

Psychology Courses

HPC 105 - HNR SSC Introduction to Psychology
4.00 credits **Social Sciences Core Course**) An introduction to psychological science, including methods of inquiry, learning and motivation, abnormal behavior, developmental and social influences, cognition, sensation and perception, neuroscience and personality. Offered annually.

HPC 125 - HNR NPS Introduction to Neuroscience
4.00 credits **Natural and Physical Science Core Course**) A survey of the biological basis of psychological processes, including neurons and brain organization, motor control, higher cortical functions and dysfunctions in order to provide an integrated understanding of the brain and behavior. Recovery from brain damage, emotion, language, mood disorders, schizophrenia and additional related topics also are covered. Offered annually.

PSY 105 - SSC Introduction to Psychology
4.00 credits. **(Social Sciences Core Course)** An introduction to psychological science, including methods of inquiry, learning and motivation, abnormal behavior, developmental and social influences, cognition, sensation and perception, neuroscience and personality. Offered every semester.

PSY 125 - NPS Introduction to Neuroscience
4.00 credits. **(Natural and Physical Science Core Course)** A survey of the biological basis of psychological processes, including neurons and brain organization, motor control, higher cortical functions and dysfunctions in order to provide an integrated understanding of the brain and behavior. Recovery from brain damage, emotion, language, mood disorders, schizophrenia and additional related topics also are covered. Offered every semester.

PSY 205 - Career Seminar
1.00 Credits. This one-credit course orients Psychology majors to a broad range of careers available to them. Students will explore their own strengths and abilities, learn about the subfields of psychology as well as diverse career options for majors, and discern their fit in the field. In this course, students will interview professionals in the field, create a customized education plan, and develop the skills necessary for communicating their interests, abilities, and experiences to a professional audience. **Prerequisite(s):* PSY 105, declared Psychology major, and at least sophomore status. Spring semester.

PSY 210 - Sensation and Perception
4.00 credits. This course investigates how we construct a conception of physical reality from sensory experience. Through lectures, in-class demonstrations and discussions, we will examine how environmental information gets to humans through our visual, auditory, cutaneous, olfactory and gustatory senses and how this information is interpreted by the brain so that we have a conscious experience of our environment. **Prerequisite(s):* PSY 105 or PSY 125. Offered annually.

PSY 211 - SSC Political Psychology (PS 211)
4.00 credits. **(Social Science Core Course) *A Guided Writing and Research Course.** This interdisciplinary course explores the intersection between political science and psychology. It introduces students to psychological theories and research findings in order to explain what people think, feel and do about contemporary political issues. Specifically, the course draws on psychological concepts regarding motivation, personality, cognition, attribution, emotion and identity to examine mass political behavior and public opinion.

PSY 220 - Health Psychology
4.00 credits. This course will provide an overview of and introduction to the field of health psychology, which examines the bidirectional relationship between physical and mental health. We will use lectures, class discussions,

individual and group projects, and readings to explore topics such as the impact of social support on coping with chronic illness, how best to promote healthy eating and exercise, and the effects of stress on health. **Prerequisite(s):* PSY 105. Fall semester.

PSY 225 - Lifespan Development
4.00 credits. Physical, perceptual, linguistic, intellectual and social-emotional human development, covering the periods of infancy, childhood, adolescence, adulthood and old age. **Prerequisite(s):* PSY 105. Students who complete PSY 225 may not enroll in PSY 240 or PSY 245. Offered as an occasional summer course.

PSY 230 - Psychology of Women and Gender
4.00 credits. This course will examine theory and research related to the psychology of women and gender. Gender will be analyzed as a system that influences lives, and the ongoing significance of gender role socialization across the lifespan will be considered. Research on gender differences and similarities will be examined, and the social contexts that produce and explain these differences and similarities will be highlighted. **Prerequisite(s):* PSY 105. Offered annually.

PSY 235 - Social Psychology
4.00 credits. Survey of issues, theories and methods in understanding the processes by which social life constitutes, influences and is composed of the thoughts, feelings and behavior of human beings. Topics include social explanation, social cognition and attribution, the dynamics of self, social influence, persuasion, aggression, innovation, interpersonal communication, relationships and environmental transaction. Students will conduct case studies and analysis. **Prerequisite(s):* PSY 105. Offered annually.

PSY 240 - Child and Adolescent Development
4.00 credits. This course discusses physical, cognitive, and social development from a psychological perspective. Developmental periods of infancy to early childhood (ages birth-5), middle childhood (ages 6-11), and adolescence (ages 12-20) are the focus. Development is viewed as a complex process that requires understanding: (1) how biological, psychosocial, and contextual influences operate together and affect one another over time, and (2) how earlier periods of development influence later ones. Theoretical perspectives, research findings, and related methodological issues are emphasized in the course lectures, readings, and examinations. **Prerequisite(s):* PSY 105. Students who complete PSY 225 may not enroll in PSY 240 or PSY 245. Offered annually.

PSY 245 - Adult Development and Aging
4.00 credits. This course examines human development from emerging adulthood through old age. The fundamental principles of aging will be explored as well as more detailed information about biological, cognitive, social and emotional changes. The ever-changing nature of human experience will be considered with an emphasis on understanding cultural and environmental influences on the aging process. **Prerequisite(s):* PSY 105. Students who complete PSY 225 may not enroll in PSY 240 or PSY 245. **Signature Learning Experience: Community-Based Learning.** Offered annually.

PSY 250 - Psychopathology
4.00 credits. An overview of diagnostic process in mental health. The course will cover the history of mental illness, models for understanding mental illness, and a broad cross-section of mental disorders as defined by the DSM (e.g., schizophrenia, depression, anxiety, PTSD). Students will have the opportunity to practice diagnostic skills on real case studies as well as critique the depiction of mental illness in the media. **Prerequisite(s):* PSY 105. Offered every semester.

PSY 255 - Psychotherapy and Assessment
4.00 credits This course provides an introduction to basic principles of psychological assessment and psychotherapy. The first half of the course will cover theory and techniques used in various psychotherapeutic orientations (e.g., psychodynamic, cognitive, and behavioral), and the second half of the course will focus on principles of assessment for various disorders/conditions (e.g., memory problems, Attention Deficit Hyperactivity Disorder). This course will serve as a pre-requisite for the applied clinical skills course, Counseling Psychology (PSY 355). **Prerequisite(s):* PSY 105. Offered Fall semester.

PSY 280 - Psychological Statistics
4.00 credits. Analysis of experimental and correlational research. Students will learn how to use SPSS for data analysis. **Prerequisite(s):* PSY 105. Students must achieve an average of a C- or better for PSY 280 and PSY 285 to continue in the major. Fall semester.

PSY 285 - Psychological Research Methods
4.00 credits. Design of research. Emphases include research ethics, inferences of causality, and scientific writing. **Prerequisite(s):* PSY 280. **Corequisite(s):* PSY 285L. Students must achieve an average of a C- or better for PSY 280 and PSY 285 to continue in the major. Hours: lecture 3, laboratory 2. Spring semester.

PSY 310 - Intelligence and Creativity
4.00 credits. A critical examination of issues in the study of intelligence and creativity, including multiple intelligences, bias in IQ testing, the Flynn effect, intelligence and aging, creativity measurement, the role of motivation in creativity, and the relationship between creativity and mental illness. Students will debate controversial issues in the field. **Prerequisite(s):* PSY 105 and junior status, or permission of the instructor. Offered annually.

PSY 315 - Cognitive Psychology
4.00 credits. A study of current theory and research on cognitive processes including how we perceive, attend, think, remember, make decisions, solve problems, and use language. Coverage will include applications of cognitive psychology to everyday life and to other disciplines. **Prerequisite(s):* PSY 105 and junior status, or permission of the instructor. Offered annually.

PSY 325 - Psychopharmacology
4.00 credits. Psychopharmacology is the study of how drugs affect the brain and behavior. This course will address the actions, the therapeutic and behavioral uses, as well as the abuse potential of different drugs, including anti-depressants, sedatives, anti-psychotics, caffeine, nicotine, alcohol, stimulants, cannabinoids, and opioids. To fully understand the actions of these drugs, the general principles of pharmacokinetics, including drug absorption, distribution, metabolism, excretion, and interactions of drugs with their receptors will be addressed. **Prerequisite(s):* PSY 125 and junior status, or permission of instructor.

PSY 330 - Psychology of Diversity (WGS 330)
4.00 credits This course will center on understanding social difference and social inequality, and will examine the cognitive and emotional underpinnings of stereotyping, prejudice, discrimination, and identity. We will consider how conscious and unconscious bias influence people's judgments and affinities, and will also closely examine the development of meaningful group identities (e.g., race, ethnicity, gender, sexual orientation). Learning will take place though in-class lectures, activities, and discussion, class readings, and engagement with a community-based placement. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Offered annually. **Signature Learning Experience: Community-Based Learning.**

PSY 335 - Applied Social Psychology
4.00 credits. Applied Social Psychology combines the science of social psychology with the practical application of solving problems in the real world. Applied social psychologists focus on social problems that affect such variables as relationships, diversity issues, organizational systems, the justice system, education, the environment, personal health and the health care industry, and community concerns. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Offered alternate years.

PSY 350 - Child Psychopathology and Treatment
4.00 credits. This course is intended to provide an introduction to the assessment, diagnosis, and treatment of psychopathology in childhood and adolescence. In this course, we will attend to developmental and sociocultural factors that influence the onset, maintenance, and treatment of mental health disorders in children and adolescents. In addition to in-depth coverage of specific disorders (e.g., Autism Spectrum Disorder, conduct problems), we will discuss ethical and legal issues pertinent to clinical work with these populations. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Offered alternate years.

PSY 355 - Counseling Psychology
4.00 credits. This course will provide you with an introduction to foundational counseling skills required of mental health care providers. The course will cover basic therapeutic microskills, select interventions designed to promote well-being, and issues pertaining to professional practice. In order to achieve a foundational level of skill, substantial class time is devoted to role-playing various counselor/counselee situations. **Prerequisite(s):* PSY 105, PSY 255, and junior status or permission of instructor. Offered Spring semester.

PSY 360 - Psychology of Stress
4.00 credits. This course is intended to provide you with a thorough understanding of the field of stress and coping, from both theoretical and applied perspectives. Learning will take place through course lectures, readings, engagement with community-based partner organizations, clinical case conceptualization, presentations of pertinent psychological interventions, and a literature review of psychological research on a stress & coping topic of your choosing. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. Offered alternate years.
Signature Learning Experience: Community-Based Learning.

PSY 370-378 - Special Topics in Psychology
4.00 credits. Topics not part of the regular curriculum, offered based on student and faculty interest. This course is repeatable for credit.

PSY 410 - Seminar in Perception
4.00 credits. In this seminar, you will explore the literature in the study of perception. You will read original empirical papers, learn about research paradigms in the field, and develop critical and creative thinking skills in summarizing, critiquing, and synthesizing research ideas. You will explore the literature in your area of interest, develop a research question, propose novel hypotheses, design your own experiment, and write a major research proposal for a study you may conduct in Advanced Psychological Research. **Prerequisite(s):* PSY 280, PSY 285, and a 300-level course in Psychology.

PSY 415 - Seminar in Cognition
4.00 credits. In this seminar, you will explore the literature in cognitive psychology. You will read original empirical papers, learn about research paradigms in the field, and develop critical and creative thinking skills in summarizing, critiquing, and synthesizing research ideas. You will explore the literature in your area of interest, develop a research question, propose novel hypotheses, design your own experiment, and write a major research proposal for a study you may conduct in Advanced Psychological Research. **Prerequisite(s):* PSY 280, PSY 285, and a 300-level course in Psychology.

PSY 435 - Seminar in Social Psychology
4.00 credits. In this seminar, you will explore the literature in the study of social psychology. You will read original empirical papers, learn about research paradigms in the field, and develop critical and creative thinking skills in summarizing, critiquing, and synthesizing research ideas. You will explore the literature in your area of interest, develop a research question, propose novel hypotheses, design your own experiment, and write a major research proposal for a study you may conduct in Advanced Psychological Research. **Prerequisite(s):* PSY 280, PSY 285, and a 300-level course in Psychology.

PSY 440 - Seminar in Developmental Psychology
4.00 credits. In this seminar, you will explore the literature in the study of developmental psychology. You will read original empirical papers, learn about research paradigms in the field, and develop critical and creative thinking skills in summarizing, critiquing, and synthesizing research ideas. You will explore the literature in your area of interest, develop a research question, propose novel hypotheses, design your own experiment, and write a major research proposal for a study you may conduct in Advanced Psychological Research. **Prerequisite(s):* PSY 280, PSY 285, and a 300-level course in Psychology.

PSY 455 - Clinical Practicum
4.00 credits. This course will explore mental health practice from both an experiential and an empirical perspective. Students will complete a practicum in an approved clinical setting for 5 hours per week to get firsthand knowledge of clinical practice. Class sessions will focus on processing practicum experiences as well as critically evaluating empirical literature about both specific and common factors of psychotherapy. **Prerequisite(s):* PSY 280, PSY 285, and PSY 355. Offered Fall semester.

PSY 475 - Internship in Psychology
Variable (0 to 4.00) credits. Supervised training and experience in a professional setting related to psychology, generally for two afternoons a week, plus meetings with the instructor. Placement depends on student interest and goals, and availability of professional setting. A maximum of four credit hours from Psychology 475 may count as psychology electives. Additional credits count as free electives. **Prerequisite(s):* PSY 105, junior status, and Psychology major. **Signature Learning Experience: Internship.** Graded Pass/No Pass.

PSY 480-489 - Independent Study in Psychology
Variable credit. Opportunity for students to engage in independent study. **Prerequisite(s):* Permission of the Department Chair and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

PSY 485 - Advanced Psychological Research
4.00 credits. In this course, students will conduct an original, empirical research project. This includes revising an existing literature review and/or research proposal, writing an IRB proposal, collecting and analyzing data, writing up results, writing an APA-style research paper, preparing a poster presentation, and presenting to the department. In-class time will include mini-lectures and workshop-style sessions as well as instruction on advanced statistical techniques. Much time will also be spent in individual consultation with the instructor. **Prerequisite(s):* PSY 280, PSY 285, and a Seminar in Psychology (PSY 410, PSY 415, PSY 435, or PSY 440). Offered every semester. **Signature Learning Experience: Supervised Research.**

PSY 490 - Research Practicum
Variable credit. Research in psychology under the close supervision of a faculty member. Topics for research are chosen in an area of interest to both persons. **Prerequisite(s):* PSY 280 and PSY 285. **Signature Learning Experience: Supervised Research.** Register by Instructor.

Department of Religious Studies

Bucher (Chair), Bach, J. Long, M. Long, Newton, Sadd

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The Department of Religious Studies offers students a wide range of perspectives and a wealth of information on one of the most controversial and fascinating topics in the contemporary world: religion.

The Department provides all students, even those pursuing other majors and minors, with rich opportunities to explore the religious and spiritual dimensions of life, culture, and society. Degrees in Religious Studies have a broad focus and incorporate fields that include philosophy, theology, ethics, history, anthropology, archaeology, comparative literature, linguistics, psychology, and sociology.

Religious Studies students are active academics in search of purposeful life work, and the Department challenges them to undertake careers that address the needs of the world. Majors in Religious Studies receive intense preparation designed to help them pursue theological study and ministry training at the graduate level, continue their academic study of religion, or make meaningful contributions in the many vocations they choose. Graduates establish successful careers in teaching and ministry, as well as in diverse fields such as law and public policy.

In keeping with mission of the College, Religious Studies professors often explore ways in which religious beliefs, practices, and traditions promote peacemaking within the human community and the wider world. The Department contributes to an interdisciplinary major in Interfaith Leadership Studies and interdisciplinary minors in Peace and Conflict Studies, Asian Studies, and Women and Gender Studies.

Following the Church of the Brethren heritage of the College, Religious Studies faculty members also foster an understanding of Brethren history and commitments to peace, justice, and service. This special emphasis includes the Department's sponsorship of a minor in Anabaptist and Pietist Studies.

Majors Offered

The Department offers a major in Religious Studies and participates in the interdisciplinary Interfaith Leadership Studies major.

Minors Offered

The Department offers a Religious Studies minor and participates in the interdisciplinary minors in Interfaith Leadership Studies, Peace and Conflict Studies, Anabaptist and Pietist Studies, Women and Gender Studies, and Asian Studies.

Honors in the Discipline

The Department of Religious Studies participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

Religious Studies (B.A.)

Student Learning Outcomes for Religious Studies:

Students will be able to:

- Analyze religion from different perspectives using primary and secondary literature.
- Apply diverse theories and methods to examine religion.
- Evaluate how their work in various courses and other learning contexts in the departmental program has prepared them to put their learning to work in the world.
- Integrate religious studies literature into their own commentary on religion in the public sphere.

The Religious Studies major consists of 10 courses totaling no fewer than 36 credits.

The following courses are required:

- REL 205 - SSC Scoping Out Religions: Theories and Methods
- REL 494 - Capstone in Religious Studies

Choose one of the following (4 credits):

- REL 101 - WCH Signifying Religion: An African American Worldview
- REL 253 - Theology Through Film
- ILS 330 - Comparative Theology and Interfaith Engagement
- PH 320 - Philosophy of Religion (REL 320)
- SO 317 - Sociology of Religion

Choose two of the following (8 credits):

- REL 287 - The Story of Christianity
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
- REL 293 - Islam

Choose one of the following (4 credits):

- REL 125 - HUM Shared Scriptures of Jews and Christians
- REL 225 - NCH The Hebrew Bible and Ancient Near East
- REL 226 - WCH The New Testament

Choose one of the following (4 credits):

- REL 103 - HUM Religion and Nonviolence
- REL 252 - Vocation and Church in the 21st Century
- REL 261 - Peacemaking and Social Justice in the Bible
- REL 267 - HUM Progressive Religion

- REL 284 - Anabaptist and Pietist Movements
- HRE 285 - HNR WCH Amish, Brethren, and Mennonites in the U.S. Since 1875
- HRE 289 - HNR Communal and Utopian Societies
- HI 235 - SSC Citizenship and Conscience

Choose two from the following list of seminars and advanced studies OR one seminar or advanced study and one ancient language (REL 213-218) (8 credits):

- REL 313 - Intermediate Biblical Hebrew
- REL 321 - The Bible and Race in the United States of America
- REL 323 - Women, Gender, and the Hebrew Bible
- REL 331 - Ethnicity, Gender, and Religion
- REL 344 - The Nonviolent Ethics of Martin Luther King, Jr.
- REL 364 - Amish Society (SO 364)
- REL 370-378 - Special Topics in Religious Studies
- REL 391 - Modern Hinduism
- REL 392 - Religion in China and Japan
- REL 393 - Indian Philosophy
- REL 480-489 - Independent Study in Religious Studies

- REL 213 - PLO Biblical Hebrew I
- REL 214 - Biblical Hebrew II
- REL 215 - Koiné Greek I
- REL 216 - Koiné Greek II
- REL 217 - PLO Sanskrit I
- REL 218 - Sanskrit II

Choose one of the following (4 credits):

- REL 470-474 - Internship in Religious Studies
- REL 498 - Junior-Senior Independent Research

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- MA 121 - MA Calculus I **Or**
- MA 251 - MA Probability and Statistics

- REL 103 - HUM Religion and Nonviolence **Or**
- REL 125 - HUM Shared Scriptures of Jews and Christians **Or**
- One 200-Level Religious Studies course (4 credits)

- One Power of Languages: Other Core course (could include REL 213 or REL 217) (4 credits)
- One Creative Expression Core course (4 credits)
- Two Elective courses (8 credits total)

Second Year Suggested Courses:

- REL 205 - SSC Scoping Out Religions: Theories and Methods
- REL 225 - NCH The Hebrew Bible and Ancient Near East
- REL 226 - WCH The New Testament (or other Western Cultural Heritage Core course)
- REL 287 - The Story of Christianity
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
- One Natural and Physical Science (with a lab) Core course (4 credits)
- Two Elective courses (8 credits total)

Third Year Suggested Courses:

One of the following:

- ILS 330 - Comparative Theology and Interfaith Engagement
- REL 253 - Theology Through Film
- REL 320 - Philosophy of Religion (PH 320)
- SO 317 - Sociology of Religion

Two of the following:

- REL 313 - Intermediate Biblical Hebrew
- REL 321 - The Bible and Race in the United States of America
- REL 323 - Women, Gender, and the Hebrew Bible
- REL 331 - Ethnicity, Gender, and Religion
- REL 344 - The Nonviolent Ethics of Martin Luther King, Jr.
- REL 364 - Amish Society (SO 364)
- REL 391 - Modern Hinduism
- REL 392 - Religion in China and Japan
- REL 393 - Indian Philosophy

One of the following:

- REL 103 - HUM Religion and Nonviolence
- REL 252 - Vocation and Church in the 21st Century
- REL 261 - Peacemaking and Social Justice in the Bible
- REL 267 - HUM Progressive Religion
- REL 284 - Anabaptist and Pietist Movements
- HRE 285 - HNR WCH Amish, Brethren, and Mennonites in the U.S. Since 1875
- HI 235 - SSC Citizenship and Conscience
- HRE 289 - HNR Communal and Utopian Societies

- REL 470-474 - Internship in Religious Studies **Or**
- REL 498 - Junior-Senior Independent Research

- One Natural and Physical Science (without a lab) Core course (4 credits)
- Two Elective courses (8 credits total)

Fourth Year Suggested Courses:

- REL 470-474 - Internship in Religious Studies **Or**
- REL 498 - Junior-Senior Independent Research

- REL 494 - Capstone in Religious Studies
- Six Elective courses (24 credits)

Academic Minors

Religious Studies Minor

The **Religious Studies minor** consists of six courses totaling no fewer than 18 credits from the Religious Studies Department (i.e., courses with a REL prefix). Religious studies minors are encouraged to see a member of the Department for advising.

Student Learning Outcomes for Religious Studies minor:

Students will be able to:

- Analyze religion from different perspectives using primary and secondary literature.
- Apply diverse theories and methods to examine religion.
- Evaluate how their work in various courses and other learning contexts in the departmental program has prepared them to put their learning to work in the world.
- Integrate religious studies literature into their own commentary on religion in the public sphere.

The following courses are required:

- REL 205 - SSC Scoping Out Religions: Theories and Methods
- REL 494 - Capstone in Religious Studies

Choose two of the following:

- REL 287 - The Story of Christianity
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
- REL 293 - Islam

Elective courses (2 to 8 credits)

Choose one of the following:

- REL 101 - WCH Signifying Religion: An African American Worldview

- REL 103 - HUM Religion and Nonviolence
- REL 125 - HUM Shared Scriptures of Jews and Christians
- REL 151 - Life Meaning and Purposeful Work
- REL 213 - PLO Biblical Hebrew I
- REL 214 - Biblical Hebrew II
- REL 215 - Koiné Greek I
- REL 216 - Koiné Greek II
- REL 217 - PLO Sanskrit I
- REL 218 - Sanskrit II
- REL 225 - NCH The Hebrew Bible and Ancient Near East
- REL 226 - WCH The New Testament
- REL 252 - Vocation and Church in the 21st Century
- REL 253 - Theology Through Film
- REL 261 - Peacemaking and Social Justice in the Bible
- REL 267 - HUM Progressive Religion
- REL 284 - Anabaptist and Pietist Movements
- HRE 285 - HNR WCH Amish, Brethren, and Mennonites in the U.S. Since 1875
- HRE 289 - HNR Communal and Utopian Societies
- HI 235 - SSC Citizenship and Conscience

Choose one of the following:

- REL 313 - Intermediate Biblical Hebrew
- REL 321 - The Bible and Race in the United States of America
- REL 323 - Women, Gender, and the Hebrew Bible
- REL 331 - Ethnicity, Gender, and Religion
- REL 344 - The Nonviolent Ethics of Martin Luther King, Jr.
- REL 364 - Amish Society (SO 364)
- REL 370-378 - Special Topics in Religious Studies
- REL 391 - Modern Hinduism
- REL 392 - Religion in China and Japan
- REL 393 - Indian Philosophy
- REL 470-474 - Internship in Religious Studies
- REL 480-489 - Independent Study in Religious Studies
- ILS 330 - Comparative Theology and Interfaith Engagement
- PH 320 - Philosophy of Religion (REL 320)
- SO 317 - Sociology of Religion

Honors Religious Studies Courses

HRE 285 - HNR WCH Amish, Brethren, and Mennonites in the U.S. Since 1875
4.00 credits. **(Western Cultural Heritage Core Course - Honors) *A Guided Writing and Research Course.** An interdisciplinary study of the Amish, Brethren, and Mennonite experience (beliefs, history, practices) in the context of modern American culture. Primary attention focuses on understanding how these communities responded to major modernizing developments in western culture since 1875—the industrial revolution, the modern state, individuation, conscription, the rise of technology, compulsory education, understandings of progress, and religious

pluralism. The course will explore how such changes in western cultural heritage have encouraged assimilation, fragmentation, and in some cases reactionary (Old Order) movements within Anabaptist groups. Honors students only.

HRE 289 - HNR Communal and Utopian Societies
4.00 credits. This course will examine various types of communal societies, frequently known as utopian or intentional communities, that have sought to institute an ideal social order, a "heaven on earth." Historic and contemporary religious expressions of American communal development are emphasized. Case studies include the Ephrata Society, Brook Farm, Oneida, New Harmony, The Amana Colonies, the Hutterites, the Shakers, Reba Place Church and the Catholic Worker Movement, among others. Honors students only.

Religious Studies Courses

REL 101 - WCH Signifying Religion: An African American Worldview
4.00 credits. **(Western Cultural Heritage Core Course)** As a historically marginalized people, African Americans frequently find their religious experiences discussed either too familiarly (e.g., "They are basically all Christians.") or too abstractly (e.g., "They are so spiritual.") by wider publics. But what if one were to begin the study of religion with the African American experiences? In this class, we will study the diversity of African American life in order to enrich our understanding of the category, 'religion."

REL 103 - HUM Religion and Nonviolence
4.00 credits. **(Humanities Core Course)** This course examines the interplay between religion and violence, the challenge of nonviolence in religious traditions, and the practice of religious nonviolence in US history. Special attention will also be granted to religious terrorism.

REL 125 - HUM Shared Scriptures of Jews and Christians
4.00 credits. **(Humanities Core Course)** This course is an introduction to the shared scriptures of Jews and Christians (the Jewish Tanakh and Christian Old Testament), in which we look at similarities and differences in the ways in which Jews and Christians read these religious texts, with the goal of gaining a better understanding of both Judaism and Christianity. We also give special attention to the values of human dignity, social justice, and wellbeing (i.e., shalom, what is good for a person).

REL 151 - Life Meaning and Purposeful Work
2.00 credits. This course will explore what it means to live purposefully in terms of traditional and contemporary understandings of vocation and life calling. Emphasis will be placed on the nexus between theological and philosophical understandings of the meaning of life and the moral life. Students will be invited to think about specific life work and career choices within the context of larger theological, ethical, aesthetic or philosophical commitments.

REL 205 - SSC Scoping Out Religions: Theories and Methods
4.00 credits. **(Social Science Core Course) *A Guided Writing and Research Core Course.** "Religion" is a concept that people frequently talk about without much precision. In this class we will introduce humanistic theories and social scientific methods to raise the level of discourse around religion. Elizabethtown College and the news of the day will serve as our laboratory where we will learn to seek answers and ask better questions about religion.

REL 213 - PLO Biblical Hebrew I
4.00 credits. **(Power of Language Core Course)** A beginning study of the alphabet, grammar, and vocabulary of Biblical Hebrew, designed to develop basic reading competence and an understanding of the challenges of translating the Hebrew Scriptures into English. Offered as needed.

REL 214 - Biblical Hebrew II
4.00 credits. Continues the study of Biblical Hebrew grammar and vocabulary. **Prerequisite(s):* REL 213, or permission of the instructor.

REL 215 - Koiné Greek I
4.00 credits. A beginning study of the alphabet, grammar and vocabulary of New Testament Greek, designed to develop basic reading competence and an understanding of some of the challenges one faces when translating the New Testament into English.

REL 216 - Koiné Greek II
4.00 credits. Continued study of Koiné Greek grammar and vocabulary. Translation exercises are taken from the Septuagint and the New Testament. **Prerequisite(s):* REL 215, or permission of instructor. Offered as needed.

REL 217 - PLO Sanskrit I
4.00 credits. **(Power of Language Core Course)** This course is an introduction to Sanskrit, designed to develop basic reading competence as well as a general knowledge of grammatical principles, an elementary vocabulary, and a sense of the relationship of the structure of the Sanskrit language to classical Indian culture and philosophy. This course, if completed successfully, can also serve as a basis for further study of Sanskrit and other South Asian languages (i.e. Hindi, Bengali, etc.). It can also serve as a basis for the study of other ancient languages (given its cultivation of skills common to the study of a variety of such languages–the mastery of an alphabet other than the Roman, classical grammatical terms, etc.). Offered as needed.

REL 218 - Sanskrit II
4.00 credits. This course is a continuation of Sanskrit I, designed to further develop and enhance basic reading competence and to broaden general knowledge of grammatical principles, an elementary vocabulary, and a sense of the relationship of the structure of the Sanskrit language to classical Indian culture and philosophy. **Prerequisite(s):* REL 217. Offered as needed.

REL 225 - NCH The Hebrew Bible and Ancient Near East
4.00 credits. **(Non-Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** An introduction to the Hebrew Bible with emphasis on its ancient Near Eastern context. Readings will include myths, stories, laws, hymns, poetry and wisdom texts from Egypt, Babylonia and Ugarit, in addition to selected readings from the Bible (Tanakh or Old Testament).

REL 226 - WCH The New Testament
4.00 credits. **(Western Cultural Heritage Core Course)** An introduction to the literature of the New Testament, with emphasis on the first-century Mediterranean context.

REL 252 - Vocation and Church in the 21st Century
4.00 credits. This course invites students to reflect theologically on vocation and the church within the context of the changing landscape of the postmodern world. Emphasis will be placed on the trends and issues that challenge the church in the 21st century. While the course and its readings will focus primarily on the Christian church in the United States, the course also will discuss trends, issues and methods that may apply to synagogue, temple or mosque.

REL 253 - Theology Through Film
4.00 credits. This course invites students to reflect theologically on the content of contemporary films. While film style and technique will be discussed to a limited extent, the course will be oriented unapologetically toward viewing narrative, plot, character development, imagery, symbols and values in the light of implicit and explicit

religious, spiritual, mythological, ideological and ethical themes. Some attention will be given to various methodologies and theoretical issues in the field of religion and film.

REL 261 - Peacemaking and Social Justice in the Bible
4.00 credits. An examination of biblical texts relating to peacemaking and social justice and the ways in which those texts have been interpreted by Christian ethicists and theologians.

REL 267 - HUM Progressive Religion
4.00 credits. **(Humanities Core Course)** This course will explore radical Christian thought in the United States since the latter half of the twentieth century, granting special attention to ethical methodologies and perennial issues in Christian social ethics—for example, sexuality, politics, animals, race, and poverty.

REL 284 - Anabaptist and Pietist Movements
4.00 credits. An introduction to the major events, personalities, beliefs and cultural life of representative Anabaptist and Pietist movements. Primary focus will be given to the European origins and immigration to America of the Mennonites, Amish, Brethren and Moravians. Special attention will be given to the background of these movements in the Protestant Reformation, and their place within the wider Believer's Church, or Free Church, wing of European and American religious life.

REL 287 - The Story of Christianity
4.00 credits. The course introduces selected themes in the history of Christianity and Christian thought in a broad overview from its origins to the present. Students will explore some aspects of Christian ritual and spirituality, and the activity of women in Christianity.

REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
4.00 **(Non-Western Cultural Heritage Core Course)** This course is an introduction to and overview of the four major religions, or dharma traditions, that originated in the Indian subcontinent: Vedic dharma (popularly known as Hinduism), Buddhism, Jainism, and Sikhism. The course will examine the distinctive beliefs and practices of each tradition, while also emphasizing the common features, historical interactions, and close interconnections–both social and theological–among all four. Students who have received credit for either REL 291 OR REL 292 will receive 2.00 credits for the completion of this course. Students who have received credit for REL 291 AND REL 292 may not enroll in this course.

REL 293 - Islam
4.00 credits. An introduction to the teachings, practices and history of Islam.

REL 313 - Intermediate Biblical Hebrew
Variable (1.00 to 4.00) credit(s). This course is designed to develop students' ability to read and translate Biblical Hebrew. The class meets weekly to read, translate and discuss a short passage from the Bible. Students will prepare the passage in advance of the session. Students may choose to take this course for one to four credits, with there being one hour of class time for every credit earned. Assignments will be determined based on the number of credits chosen. The course may be repeated for a maximum of eight credits. **Prerequisite(s):* REL 214. Offered as needed.

REL 320 - Philosophy of Religion (PH 320)
4.00 credits. The study of the various rational efforts to establish the validity of the religious perspective. Topics will include: the nature of religious experience, the relationship between faith and reason, the arguments for the existence of God, the problem of evil, the possibility of miracles and immortality, and the relationship between religion and ethics, and religion and science.

REL 321 - The Bible and Race in the United States of America
4.00 credits. Since the nation's inception, the Bible has factored into the politics of who may realize the American Dream. The Promised Land motif has enticed many, but numerous communities have gone to great lengths to transfigure themselves into one of the chosen people's tribes. We will study the Bible's role in the politics of who is and isn't properly American. Our exploration will lead us to questions about the invention of religion, scriptures, and race.

REL 323 - Women, Gender, and the Hebrew Bible
4.00 credits. An upper-level seminar in biblical studies offering advanced study of selected Hebrew Bible texts that reflect attitudes about women, sexuality and gender. Readings will include selections from both the Hebrew Bible and related secondary literature. Emphasis is on the study of women and gender in the Hebrew Bible, and students will read primarily feminist scholarship. Some attention is given to gender from the perspective of the more recent fields of gender studies and men's studies. **Prerequisite(s):* REL 225.

REL 331 - Ethnicity, Gender, and Religion
4.00 credits. Traditionally, survey courses in the world's religions focus on creedal tenets. A different picture of religion arises when we survey constructions of ethnicity and gender throughout global history. This course examines the relationship between these three discourses as categories of human meaning-making. We will take an interdisciplinary approach to consider a variety of case studies, and ask how we might better understand the analytical concept of "religion."

REL 344 - The Nonviolent Ethics of Martin Luther King, Jr.
4.00 credits. An introduction to the social ethics of Martin Luther King Jr., the course explores the sources, substantive content and evolution of King's reflections on social institutions (the state and market), social actions (peacemaking and redistributing resources), social roles (prophet and politician), and moral character. King's social ethics in relationship to his theological beliefs and personal practices are examined.

REL 364 - Amish Society (SO 364)
4.00 credits. The history, culture and social organization of the Old Order Amish. Sociological theories and models utilized by social scientists to describe and analyze the Amish will be presented. Special attention will be paid to recent social changes among the Amish.

REL 370-378 - Special Topics in Religious Studies
4.00 credits. Topics not included in the regular curriculum. Offered as needed. Register by Instructor. This course is repeatable for credit.

REL 391 - Modern Hinduism
4.00 credits. An in-depth exploration, building on the foundation established in Religious Studies 291, of issues facing contemporary Hinduism. This course covers the British colonization of India; the Bengal Renaissance; Hindu reform movements; the life and teachings of such figures as Sri Ramakrishna, Swami Vivekananda, Mahatma Gandhi and Sri Aurobindo; Hinduism and science; and Hindu nationalism in the late 20th and early 21st centuries. Particular attention will be paid to issues arising from the spread of Hinduism beyond the subcontinent, especially in the West, and the impact of Hinduism upon Western culture, from the transcendentalists to the theosophists to the Beatles. **Prerequisite(s):* REL 290.

REL 392 - Religion in China and Japan
4.00 credits. An in-depth exploration, building on the foundation established in Religious Studies 292, of the religious traditions of China and Japan: Daoism, Confucianism, Shinto, and Chinese and Japanese forms of Buddhism. Readings will be drawn mainly from primary sources in English translation, such as the Daodejing, the

Chuang-tzu, the Analects of Confucius, the Kojiki, and the Shobogenzo of Dogen, as well as writings by modern Zen masters and scholars such as D.T. Suzuki and Alan Watts. **Prerequisite(s):* REL 290.

REL 393 - Indian Philosophy
4.00 credits. An in-depth exploration of classical Indian philosophy: Hindu, Buddhist and Jain. Readings will be drawn mainly from primary sources in English translation, such as the Upanishads, the Tripitaka, the Bhagavad-Gita and the Tattvartha Sutra, and the writings of such central figures of the Indic philosophical tradition as Nagarjuna, Vasubandhu, Shankara, Ramanuja and Haribhadrasuri. **Prerequisite(s):* REL 290.

REL 470-474 - Internship in Religious Studies
Variable (0.00 to 12.00) credits. Students spend one full day a week working in a church, nonprofit institution or research organization with religious-based interests in return for three academic hours of credit. Internships are primarily unpaid experiences, but some organizations may offer a stipend or form of payment. Course requirements are decreased or increased as deemed appropriate by the Internship Advisor. A maximum of four credit hours from Religious Studies 470-474 may count toward the Religious Studies major or minor. Additional credits count as free electives. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

REL 480-489 - Independent Study in Religious Studies
Variable credit. Individual study in areas of interest for students capable of conducting independent research. **Prerequisite(s):* Approval of the Department Chair and the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

REL 490 - Senior Seminar in Religious Studies I
2.00 credits. An integrative, capstone course in religious studies. Students will read, discuss, and analyze secondary literature and develop a proposal for a major paper, which they will complete in the spring semester. Register by Instructor. Fall semester.

REL 491 - Senior Seminar in Religious Studies II
2.00 credits. An integrative, capstone course in religious studies. Students will complete an independent research project that results in a major paper and oral presentation. **Prerequisite(s):* REL 490. (Although not recommended, REL 490 may be taken as a corequisite.) **Signature Learning Experience: Capstone Experience.** Spring semester.

REL 494 - Capstone in Religious Studies
4.00 credits. Majors and minors will have the opportunity to engage with peers to reflect on their entire academic program of study of religion. Gathered around the theme of "religion in public life," seminar participants will develop a broad and clear view of the relevance and usefulness of religious studies for their future purposeful-life work and as citizens of a nation and of the world. **Signature Learning Experience: Capstone.** Register by Instructor.

REL 498 - Junior-Senior Independent Research
Variable (0.00 to 4.00) credits. Students engage in an advanced level of research under the supervision of a religious studies faculty member to produce a thesis or other major research project. **Prerequisite(s):* Juniors or seniors only. A maximum of four credit hours from REL 498 may count toward the Religious Studies major or minor. Additional credits count as free electives. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

Department of Social Work

Dunlap (Chair), Mapp, Haffejee, Riley-Behringer

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

Building upon the Elizabethtown College motto, "Educate for Service," the Social Work Department uses relationship-centered learning to provide a strong generalist social work education based upon a liberal arts foundation integrated with extensive field experience, to achieve the established competencies of social work.

Goal One: To prepare dedicated social workers who have integrated professional knowledge, values, and skills with an understanding of the intersection of cultural identities to promote social change and work for human rights worldwide.

Goal Two: To develop ethical social workers who can engage with multi-level systems to address structural inequalities and life challenges through an integration of the liberal arts and professional knowledge.

The program provides an extensive opportunity for field experience beginning in the first year. The major culminates with 600 hours of field instruction during the student's senior year. Field experiences are arranged to meet the student's individual interest. Field experiences include, but are not limited to, such areas as child welfare, corrections, mental health, rehabilitation, health care, schools, and aging. International internships are also available.

Major Offered

The Department of Social Work offers a Bachelor of Social Work.

Prospective social work majors must apply for admission to the program in the spring semester of their second year. This application requires the following:

A formal interview with a social work faculty member during which professional interests and abilities are explored.

Two reference rating forms.

A short essay describing the applicant's interest in the field of social work.

A 2.00 cumulative grade point average.

Admittance into the program does not guarantee that the student will graduate with a degree in Social Work. The advisor – in conjunction with the Social Work faculty – reserves the right to dismiss a student from the major on the basis of unprofessional behavior and/or academic performance. The standards for professional conduct as expressed in the National Association of Social Workers Code of Ethics serve as the Department's standards for determining dismissal from the program. The student has the right to appeal the decision in the same manner as dismissal for academically related reasons. These policies are articulated in both the Department handbook and on the website.

In order to remain in the Department, the student must obtain a minimum grade point average of 2.00 in all social work courses required by the major. Social Work students must achieve a grade of C or higher in all courses required within the Social Work Department. If a student receives a C- or below in any of these classes, they will be required to repeat the class. Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

Minor Offered

The Department of Social Work participates in an interdisciplinary minor in Human Services. Students majoring in Social Work are prohibited from declaring the Human Services minor. For more information, contact Dr. Susan Mapp.

Honors in the Discipline

The Department of Social Work participates in the College Honors in the Discipline Program. For guidelines, students should consult the Department Chair.

Bachelor Degree Majors

Social Work (B.S.W.)

Student Learning Outcomes for Social Work:

Students will be able to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

The Social Work major requires the following courses:

- SW 160 - SSC Social Problems and Response of Social Welfare Institutions
- SW 233 - Human Behavior in the Social Environment
- SW 280 - Multicultural Counseling Skills
- SW 330 - Methods of Social Work Research
- SW 367 - Generalist SW Practice I: Individuals
- SW 368 - Generalist SW Practice II: Families and Small Groups
- SW 369 - Generalist SW Practice III: Communities and Organizations
- SW 380 - Social Policy
- SW 470 - Field Instruction I
- SW 471 - Field Instruction II

- SW 498 - Senior Seminar in Social Work
- Any 100-level Biology course
- MA 251 - MA Probability and Statistics
- PSY 105 - SSC Introduction to Psychology
- SO 101 - SSC Discovering Society

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- SW 160 - SSC Social Problems and Response of Social Welfare Institutions
- PSY 105 - SSC Introduction to Psychology
- SO 101 - SSC Discovering Society

Second Year Suggested Courses:

- MA 251 - MA Probability and Statistics
- SW 233 - Human Behavior in the Social Environment
- SW 280 - Multicultural Counseling Skills

Third Year Suggested Courses:

- SW 330 - Methods of Social Work Research
- SW 367 - Generalist SW Practice I: Individuals
- SW 368 - Generalist SW Practice II: Families and Small Groups
- SW 369 - Generalist SW Practice III: Communities and Organizations
- SW 380 - Social Policy

Fourth Year Suggested Courses:

- SW 470 - Field Instruction I
- SW 471 - Field Instruction II
- SW 498 - Senior Seminar in Social Work

Notes:

Spanish is highly recommended for the core Power of Language - Other (Ancient or Modern Language).

Social Work Courses

SW 160 - SSC Social Problems and Response of Social Welfare Institutions
4.00 credits. **(Social Sciences Core Course)** An orientation to the sociological and social work approaches of examining social problems and the development of social welfare policies and programs to reduce their severity and extent. An understanding of both sociological and social work theories and the way in which these theories form the foundation for research, service and advocacy is emphasized. Fifteen (15) hours of service-learning are required. **Signature Learning Experience: Community-Based Learning.**

SW 233 - Human Behavior in the Social Environment
4.00 credits. This course provides a study of the interrelationships of social systems, with particular emphasis upon the impact of the environment on human development throughout the life span. Special consideration is given to the influence of ethnicity, racism, sexism and ageism upon human behavior. Fifteen (15) hours of service-learning are required. **Signature Learning Experience: Community-Based Learning.**

SW 280 - Multicultural Counseling Skills
4.00 credits. Theories explaining human behavior and social interaction, in the context of social systems and social welfare, are discussed, analyzed and critically reviewed. Students learn about the cultural heritage of diverse groups, and about the need for equality and social and economic justice for all oppressed people. Students learn and role-play interpersonal relationships skills in a laboratory situation. Fifteen (15) hours of service-learning in a diverse setting is required. **Signature Learning Experience: Community-Based Learning.**

SW 330 - Methods of Social Work Research
4.00 credits. A focus upon the basic elements of the scientific method providing an overview of research designs commonly used in social sciences, including techniques for gathering, analyzing and presenting data. **Prerequisite(s):* SW 160, SW 233, or permission of the instructor. Fall semester.

SW 339 - Human Sexuality
4.00 credits. This course focuses on the socio-historical aspects of sexuality, survey and experimental research, and attitudes towards sexuality.

SW 344 - Aging: Social Response and Implications
4.00 credits. An examination of the aging process in our society. The emphasis is on the interface of the individual and the environment and the services, needs and institutions related to the elderly. Field trips to community agencies and 10 service-learning hours required. **Signature Learning Experience: Community-Based Learning.**

SW 345 - International Social Work Field Preparation
1.00 credits This class will help students gain an understanding of the country and culture in which they will be studying, as well as to develop a better understanding of their own cultural development. This class is a prerequisite for SW470 abroad in the Fall of Senior year. **Prerequisite(s):* Social Work majors only. Graded Pass/No Pass.

SW 346 - Exploring the Culture and Services of Vietnam
2.00 credits. This course serves as an introduction to the history and culture of Vietnam as it relates to the social problems and social services in modern-day Vietnam. Lectures will provide background on social services and non-profit organizations, specifically Brittany's Hope Foundation. Class periods will focus on the Vietnam War and development of basic language and communication skills. Later class periods will focus on the development of appropriate age and ability level activities for the children. Finally, there will be a focus on successful fundraising strategies. The course is a prerequisite for students participating in the May-term Service Learning Trip to Vietnam.

Prerequisite(s):* Acceptance to the May term trip to Vietnam (SW 347). **Signature Learning Experience: Cross Cultural Experience. Register by Instructor. Alternating spring semesters.

SW 347 - May Term in Vietnam
2.00 credits. This course is comprised of a seventeen-day international trip to Vietnam. Students will have the opportunity to examine issues of culture, poverty, social development, and the needs of orphaned children in Vietnam through direct service learning, lectures, and reflective sessions. **Prerequisite(s):* SW 346. **Signature Learning Experience: Cross Cultural Experience.** Graded Pass/No Pass. Register by Instructor. Alternating May terms.

SW 355 - Women in Society
4.00 credits. This course is designed to provide a systemic view of women in our society. The emphasis will include the socialization of women, women's roles historically and in our major social institutions, sexism and the feminist movement. Feminist social work practice and its connection to feminist ideology theory will be explored.

SW 357 - Child Welfare
4.00 credits. A study of ethnic, cultural and economic problems as they relate to children, the services available to combat those problems, and the legal and legislative aspects of child welfare. **Signature Learning Experience: Community-Based Learning.**

SW 360 - International Social Development
4.00 credits. The impact of the history, traditions and beliefs of different non-Western cultures on the development of social issues will be examined. The history of the problem, its context and development within the culture, and attempts at resolution will be explored. Students will be able to understand why common issues assume different forms in different cultures.

SW 366 - Addiction and Society
4.00 credits. An examination of individual, family and social implications of addiction in society and an exploration of social policies related to addiction.

SW 367 - Generalist SW Practice I: Individuals
4.00 credits. A focus on problem solving in generalist practice at the micro level (i.e., individuals) with diverse populations. A variety of interventions, assessment techniques and theories are studied in preparation for a required 40-hour supervised field experience. **Prerequisite(s):* SW 160, SW 233 , or permission of the instructor, and social work majors only. **Signature Learning Experience: Field Placement.** Fall semester.

SW 368 - Generalist SW Practice II: Families and Small Groups
4.00 credits. A study of the knowledge, values and skills that comprise the generalist base of social work practice. It is designed to assist students in developing basic entry-level social work competencies to work with groups and families from a systems perspective. A 40-hour supervised field experience is required. **Prerequisite(s):* SW 367, or permission of the instructor **Corequisite(s):* SW 369; and social work majors only. **Signature Learning Experience: Field Placement.**

SW 369 - Generalist SW Practice III: Communities and Organizations
4.00 credits. Theory and skills development for macro generalist social work practice are presented. Promoting the social welfare of communities and organizations by enhancing social and economic justice is stressed.
**Prerequisite(s):* SW 330, or permission of the instructor **Corequisite(s):* SW 368; and social work majors only. Spring semester.

SW 370-378 - Special Topics in Social Work
Variable credit. Topical areas in social work, chosen in accord with student and faculty interest. This course is repeatable for credit.

SW 380 - Social Policy
4.00 credits. Students build their knowledge of social welfare and social work's historical and philosophical foundation. They learn why and how social policy is formulated and implemented, how policy impacts direct practice, and frameworks for policy analysis. **Prerequisite(s):* SW 330, SW 367 or permission of the instructor, and social work majors only. Spring semester.

SW 400 - Senior Project in Social Work
Variable (2.00 or 4.00) credits. Students who are completing a senior research project may register for this course in the semester in which the project is completed. Completion of this course does not assure recognition for Honors in the Discipline. A maximum of four credit hours from SW 400 may count toward the degree. Additional credits count as free electives. Majors only. **Signature Learning Experience: Supervised Research.** Register by Instructor.

SW 470 - Field Instruction I
6.00 credits. Supervised field instruction for at least 200 hours in an agency. Student begins to assume responsibility with client systems in such ways as monitoring tasks, providing support, conducting group activities, and assisting the social worker with other professional responsibilities. A maximum of eighteen credit hours from Social Work 470-471 may count as social work electives. Additional credits count as free electives. **Prerequisite(s):* SW 380 or permission of the instructor, and social work majors only. **Signature Learning Experience: Field Placement.** Graded Pass/No Pass. Fall semester.

SW 471 - Field Instruction II
12.00 credits. Supervised field instruction for at least 400 hours plus a weekly on-campus seminar. Students proceed from an "assistant" position to one of complete client responsibility under direct supervision. Roles students assume may include advocate, enabler, social broker and program planner. A maximum of eighteen credit hours from Social Work 470-471 may count as social work electives. Additional credits count as free electives. **Prerequisite(s):* SW 470 or permission of the instructor, and social work majors only, **Corequisite(s):* SW 498. **Signature Learning Experience: Field Placement.** Graded Pass/No Pass. Spring semester.

SW 480-489 - Independent Study in Social Work
Variable (1.00 to 4.00) credits. Opportunity for advanced students independently to pursue study otherwise not available in the curriculum. **Prerequisite(s):* Permission of the Department Chair and approval of the Independent Study Committee. Register by Instructor. This course is repeatable for credit.

SW 498 - Senior Seminar in Social Work
4.00 credits. Final course integrating the theory from preceding courses with the professional experience of field instruction. A major project is required. **Corequisite(s):* SW 471, or permission of the instructor, and social work majors only. **Signature Learning Experience: Capstone Experience.** Spring semester.

Department of Sociology and Anthropology

Kanagy (Chair), Kozimor-King, Newell, Wheelersburg

For more information, please visit the Department's website or check your course syllabi, which are available through the course instructor or at the High Library.

The Department's programs provide for the study of interpersonal and intergroup relationships and the growth, changes, structures, and processes of human society. The courses – reflecting the philosophical tradition of Elizabethtown College – are designed to prepare students for service and leadership in a complex society.

Majors Offered

The Department offers a major in Sociology-Anthropology and Criminal Justice. Those who major in Sociology-Anthropology may choose a concentration in Sociology, Anthropology, or Criminology and Criminal Justice.

Minors Offered

The Department of Sociology and Anthropology offers an Anthropology minor and a Sociology minor.

Honors in the Discipline

The Department of Sociology-Anthropology participates in the College Honors in the Discipline Program. For guidelines, the student should consult the Department Chair.

Bachelor Degree Majors

Criminal Justice (B.A.)

Student Learning Outcomes for Criminal Justice:

Students will be able to:

- Design a professional-quality research proposal that incorporates one of several data measurement tools used to study crime and the criminal justice system.
- Compare social theories, theories of crime, deviance, and the criminal justice system in order to explain the world in which we live.
- Critically evaluate current and historical studies of crime and the criminal justice system.
- Explain the relationships between social forces, social control, and social justice.
- Defend the value of cultural diversity in heterogeneous societies.
- Analyze the various forms and distribution patterns of crime in the United States.
- Articulate a perspective appropriate to Criminal Justice in order to make a personally meaningful contribution to self and society.

With a focus on social justice, the **Criminal Justice major** emphasizes the prevention aspects of the criminal justice system. Students learn basic social science theories on the sources of conflict in America, such as race and ethnic relations and deviant behavior. Majors also acquire the analytical tools and knowledge necessary to collect and interpret crime data. As liberal arts majors, students broaden their learning outside of sociology in such fields as ethics, political science, psychology and statistics. In addition, criminal justice majors elect subjects relevant to modern criminology such as management, foreign language, human genetics, law, professional writing or social work.

The **Criminal Justice major** consists of 40 required credits and eight credits of approved electives.

The Criminal Justice major requires:

- MA 251 - MA Probability and Statistics
- SAN 105 - Introductory Seminar for Sociology and Anthropology
- SAN 205 - Social Theory
- SAN 330 - Research Methods
- SAN 331 - Statistical Analysis
- SAN 405 - Senior Seminar for Sociology and Anthropology
- SO 101 - SSC Discovering Society
- SO 215 - Criminology
- SO 217 - U.S. Criminal Justice System
- SO 220 - Race and Ethnic Relations
- SO 342 - Modern Corrections
- SO 352 - Juvenile Law and Justice
- SO 353 - Policing in America
- SO 470-474 - Internship in Sociology

Elective Courses:

Choose two from different disciplines.

- AN 363 - Forensic Anthropology
- CH 109 - NPS Introduction to Forensic Science
- CH 110 - NPS Forensic Science Laboratory
- PCS 262 - Restorative Practices
- PH 115 - HUM Ethics
- PS 211 - SSC Political Psychology (PSY 211)
- PS 290 - Judicial Process and Politics
- PS 303 - Constitutional Law I: Institutions
- PS 304 - Constitutional Law II: Rights and Liberties
- PS 361 - Public Administration (PP 561)
- PSY 235 - Social Psychology
- REL 103 - HUM Religion and Nonviolence
- SW 366 - Addiction and Society
- WGS 105 - SSC Sex and Gender in Society

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- PH 115 - HUM Ethics
- SO 101 - SSC Discovering Society
- SO 217 - U.S. Criminal Justice System
- CH 109 - NPS Introduction to Forensic Science
- CH 110 - NPS Forensic Science Laboratory
- AN 201 - NPS Principles of Biological Anthropology
- Power of Language: Other Core course (4 credits)

Second Year Suggested Courses:

- SO 215 - Criminology
- SO 220 - Race and Ethnic Relations
- SO 342 - Modern Corrections
- MA 251 - MA Probability and Statistics
- AN 111 - NCH Understanding Human Cultures
- EN 281 - CE Writing and Analyzing the Short Story
- SAN 105 - Introductory Seminar for Sociology and Anthropology
- SAN 205 - Social Theory

Third Year Suggested Courses:

- SO 352 - Juvenile Law and Justice
- SO 353 - Policing in America
- SAN 330 - Research Methods
- SAN 331 - Statistical Analysis
- REL 101 - WCH Signifying Religion: An African American Worldview
- Three Minor/Elective courses (12 credits)

Fourth Year Suggested Courses:

- SAN 405 - Senior Seminar for Sociology and Anthropology
- SO 470-474 - Internship in Sociology
- AN 363 - Forensic Anthropology
- SW 366 - Addiction and Society
- Four Minor/Elective courses (16 credits)

Sociology-Anthropology (B.A.)

Student Learning Outcomes for Sociology-Anthropology:

Students will be able to:

- Design and conduct a professional-quality social research project utilizing quantitative and/or qualitative data with a variety of statistics techniques.
- Defend the value of cultural diversity in heterogeneous societies, examining aspects of their own culture to gain a clearer understanding of their own place in a global society.
- Explain the place of humankind in the continuum of nature and articulate the responsibility that this position entails.
- Articulate the relevance of their discipline by which they intend to make a meaningful contribution to self and society.

The **Sociology-Anthropology major** emphasizes conceptual and applied approaches in both disciplines so that the student is prepared for a variety of career opportunities. Students majoring in Sociology-Anthropology move directly into careers in business, government, criminal justice, survey and marketing research, religious settings, and in other fields in which knowledge of society and human behavior is important. Some go on to graduate school seeking higher degrees in sociology, anthropology, public health, hospital administration, social planning, social work, law, and business administration.

The Sociology-Anthropology Major requires 50 credits:

Students complete 34 credits from the common track and 16 credits in one of three concentrations.

The common track requires:

- SO 101 - SSC Discovering Society
- SAN 105 - Introductory Seminar for Sociology and Anthropology
- AN 111 - NCH Understanding Human Cultures
- AN 201 - NPS Principles of Biological Anthropology
- SAN 205 - Social Theory
- SAN 330 - Research Methods
- SAN 331 - Statistical Analysis
- SAN 405 - Senior Seminar for Sociology and Anthropology
- MA 251 - MA Probability and Statistics

- AN 470-474 - Internship in Anthropology or
- SO 470-474 - Internship in Sociology

Sociology concentration:

- SO 204 - SSC Population and Global Issues
- Three Sociology electives, at least one must be 300-level

Anthropology concentration:

- AN 306 - Indians of North America or
- AN 307 - People and Cultures of Africa or
- AN 308 - People and Cultures of Latin America or
- AN 309 - People and Cultures of Scandinavia

- Three Anthropology electives, at least one must be 300-level

Criminology and Criminal Justice concentration:

- SO 215 - Criminology
- SO 217 - U.S. Criminal Justice System
- Two Criminology and Criminal Justice electives, at least one must be 300-level

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- SO 101 - SSC Discovering Society
- AN 111 - NCH Understanding Human Cultures
- AN 201 - NPS Principles of Biological Anthropology

If declaring a Criminology concentration:

- Two Core courses (8 credits total) **and**
- SO 215 - Criminology **Or**
- SO 217 - U.S. Criminal Justice System

If declaring a Sociology or Anthropology concentration:

- Three Core courses (12 credits total)

Second Year Suggested Courses:

- AN 201 - NPS Principles of Biological Anthropology
- SAN 105 - Introductory Seminar for Sociology and Anthropology
- SAN 205 - Social Theory
- MA 251 - MA Probability and Statistics
- Three Core courses (12 credits total)

If declaring a Sociology Concentration:

- SO 204 - SSC Population and Global Issues

If declaring a Criminology concentration:

- SO 215 - Criminology **Or**
- SO 217 - U.S. Criminal Justice System

If declaring an Anthropology concentration:

- Anthropology concentration course (4 credits)

Third Year Suggested Courses:

- SAN 330 - Research Methods
- SAN 331 - Statistical Analysis
- Four Core/Elective courses (16 credits total)

- Two Sociology concentration courses (8 credits total) **Or**
- Two Anthropology concentration courses (8 credits total) **Or**
- One Criminology concentration course (4 credits)

Fourth Year Suggested Courses:

- SAN 405 - Senior Seminar for Sociology and Anthropology

- AN 470-474 - Internship in Anthropology **Or**
- SO 470-474 - Internship in Sociology

- One Sociology/Anthropology/Criminology concentration elective (4 credits)
- Five Elective courses (20 credits total)

Note:

Sociology-Anthropology majors should take MA 251 in their sophomore year to fulfill the mathematics core requirement. MA 251 is also a prerequisite for SAN 331, which is usually taken in the spring of the junior year.

Academic Minors

Anthropology Minor

The Anthropology minor requires 20 credits of course work, including:

- AN 111 - NCH Understanding Human Cultures
- AN 201 - NPS Principles of Biological Anthropology
- Three Anthropology electives, at least one must be at the 300-level

Sociology Minor

The Sociology minor requires 20 credits of course work, including:

- SO 101 - SSC Discovering Society
- Four Sociology electives, one of which must be at the 300-level

Anthropology Courses

AN 111 - NCH Understanding Human Cultures
4.00 credits. **(Non-Western Cultural Heritage Core Course)** An exploratory survey of the peoples and cultures of the world with special emphasis upon four interrelated cultural systems: economy, technology, social organization and ideology.

AN 201 - NPS Principles of Biological Anthropology
4.00 credits. **(Natural and Physical Science Core Course)** Introductory examination of humans and their biological history within the scientific framework of evolution by natural selection. The study of genetics, modern primates, the human fossil record and early cultural attainments provides a context in which to understand our place in the continuum of nature.

AN 306 - Indians of North America
4.00 credits. A selective survey of Native American groups, past and present, with particular attention given to their historical background, modern lifestyle development, and contemporary social problems.

AN 307 - People and Cultures of Africa
4.00 credits. Ethnographic and cultural analysis of the folk background and contemporary customs of the peoples of sub-Saharan Africa, with special attention to the problems of culture change.

AN 308 - People and Cultures of Latin America
4.00 credits. Ethnographic and historical examination of the present cultures in Latin America, with emphasis on the issues of ethnicity, religion, family and gender relations, social structure, economics and urban development.

AN 309 - People and Cultures of Scandinavia
4.00 credits. From the Norse (Vikings) to the historic and modern populations of Denmark, Finland, Iceland, Norway, and Sweden, Scandinavia is a linguistically and culturally diverse area. Using anthropological theory, archaeological evidence and ethnographic writings, students explore the region through classroom activities and virtual visits to the region through popular films and videos. Students learn the differences within the region that make each country unique but also the similarities that separate Scandinavia from the rest of Europe.

AN 342 - Primates (BIO 342)
4.00 credits. This course is a survey of the Order Primates using current taxonomic relationships to organize the content and sequence of topics. Through an examination of the morphological characteristics, distribution, adaption, and behaviors of non-human primates, this course will provide a context within which we can understand our unique place in the continuum of nature. Selected topics such as social organization, reproduction and development, communication, cognition, and conservation will be coupled with the taxonomic survey. Fall semester.

AN 343 - Human Origins (BIO 343)
4.00 credits. Human Origins will examine the fossil, molecular, and archaeological record of human evolution providing a comprehensive survey of our biological and behavioral changes from the earliest proposed hominins to

modern Homo sapiens. Important topics to be covered include bipedalism, the changing ecology of the Plio-Pleistocene, tool use, hominin interactions with their changing environments, increased brain size and intelligence, social behaviors, symbolic behaviors such as language and art, and other significant bio-cultural adaptations. Fall semester.

AN 361 - Archeology and Geography
4.00 credits. Methods of historical archaeology and cultural geography are covered, including field survey and documentary analysis, including diaries, letters, government records and maps.

AN 362 - Archeology Field School
Variable (2.00 to 6.00) credits. Field instruction in excavating techniques, record keeping, mapping, artifact identification, processing, cataloging and classification. Sites vary but focus on historical sites in Pennsylvania. **Signature Learning Experience: Field Placement.**

AN 363 - Forensic Anthropology
4.00 credits. Analysis of human skeletal anatomy from the medico-legal perspective, emphasizing recovery, bone identification, and determination of sex, ethnicity, stature and age of an individual. Register by Instructor.

AN 370-378 - Special Topics in Anthropology
4.00 credits. Occasional course offerings used to enhance the Department curriculum. This course is repeatable for credit.

AN 400 - Senior Project in Anthropology
Variable (1.00 to 4.00) credit(s). Students who have been invited and accepted to participate in the Honors in the Discipline Program may be registered for this course. Completion of this course does not assure recognition for Honors in the Discipline. **Prerequisite(s):* Invitation to Honors in the Discipline program. See Department Chair for additional information. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

AN 470-474 - Internship in Anthropology
Variable (0.00 to 8.00) credits. Applied field instruction in a subfield of anthropology chosen to meet the needs of the student. A maximum of eight credit hours from Anthropology 470-474 may count as anthropology electives. Additional credits count as free electives. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

AN 480-489 - Independent Study in Anthropology
Variable credit. Offers to advanced students the opportunity for independent study in areas not included in the regular offerings within the Department. **Prerequisite(s):* Approval of Independent Study Committee. Register by Instructor. This course is repeatable for credit.

AN 490 - Research in Anthropology
Variable (1.00 to 4.00) credit(s). Students will engage in an original research investigation developed and implemented in collaboration with faculty overseeing the course. Students will write a paper that summarizes and reflects upon the findings and present their research to the departmental faculty. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. **Signature Learning Experience: Supervised Research.** Register by Instructor. Fall semester. This course is repeatable for credit.

Honors Sociology Courses

HSO 224 - HNR SSC The Amish in Modern Society
4.00 credits. **(Social Sciences Core Course - Honors) *A Guided Writing and Research Course.** Sociological theories and concepts will be used to analyze and compare Amish society with contemporary American society. Using concepts such as power, class, culture, gender, inequality, deviance, social control and technology, the course will explore fundamental differences between Amish society and modern life. The course will examine the Amish in the context of modern culture to explore questions about how societies construct values and organize social behavior, and how their members view the idea of progress, the impact of technology on human experience, and the roots of social well-being. *Students who have taken SO 364 may not take this course. Honors students only. Fall semester.

Sociology Courses

SO 101 - SSC Discovering Society
4.00 credits. **(Social Sciences Core Course)** An introduction to the sociological perspective to achieve an understanding of society and its impact on the individual through exploring social reality, processes and explanation.

SO 204 - SSC Population and Global Issues
4.00 credits. **(Social Sciences Core Course)** This course is designed to introduce students to the issues, both national and global, that relate to population trends, policies and the environment. Students should leave this course with a basic understanding of demographic methods and techniques; familiarization with the three components of population studies: fertility, mortality and migration; a general knowledge of population policy issues, and a heightened awareness of the interactions between the environment and human society. Emphasis shall be placed on the sociological perspective of population and environmental issues as well as the role of the individual student in population and environmental solutions.

SO 215 - Criminology
4.00 credits. Criminological approaches to explaining criminal behavior with an emphasis on criminological theories and methods.

SO 217 - U.S. Criminal Justice System
4.00 credits. An overview of the criminal justice system in the United States that examines theories of justice, policing, courts, corrections, and alternatives to addressing crime.

SO 220 - Race and Ethnic Relations
4.00 credits. Study of racial and cultural minorities in the United States and their relationships to dominant groups, including discrimination, prejudice, racial myths, and methods of reducing intergroup tensions.

SO 230 - Introduction to Urban Sociology
4.00 credits. Students will learn what sociologists have to say about urban social structure including the examination of the development of cities both historically and globally. Special focus will include suburbanization within the U.S. comparing different uses of space within local neighborhoods. Students should leave this course with a basic understanding of the core concepts of urbanization, the environmental problems associated with the urban lifestyle, and the impact of urbanization on the natural environment.

SO 270 - Law and Social Change
4.00 credits. An analysis of the ways in which law is both a means of achieving social change and a product of social change. **Prerequisite(s):* Sophomore status or permission of the instructor.

SO 301 - Social Issues
4.00 credits. A survey of major social problems including alienation, addiction, crime and poverty. Implications for public policy are stressed.

SO 305 - Marriage and Family (WGS 305)
4.00 credits. A study of cross-cultural marriage and family patterns and the comparison of these frameworks to premarital, marital, postmarital and nonmarital aspects of family life in our society.

SO 317 - Sociology of Religion
4.00 credits. An analysis of the role and function of religion and religious institutions in society. A study of religion as a social and cultural system.

SO 342 - Modern Corrections
4.00 credits. Overview of the origins, processes, organization and contemporary trends of corrections for juveniles and adults, including problems and alternatives to current correctional policies.

SO 352 - Juvenile Law and Justice
4.00 credits. An analysis of young offenders focusing on delinquency theory, juvenile law, and components and processes of the juvenile justice system.

SO 353 - Policing in America
4.00 credits. Examines the structure of policing and police behavior in America, including the roles of police officers, decision-making strategies, community relations and problems with policing.

SO 364 - Amish Society (REL 364)
4.00 credits. An introduction to the history, culture and social organization of the Old Order Amish. Sociological theories and models utilized by social scientists to describe and analyze the Amish will be presented. Special attention will be paid to recent social changes. *Students who have taken HSO 224 may not take this course.

SO 370-378 - Special Topics in Sociology
4.00 credits. Occasional course offerings used to enhance the Department curriculum. This course is repeatable for credit.

SO 400 - Senior Project in Sociology
Variable (1.00 to 4.00) credit(s). Students who have been invited and accepted to participate in the Honors in the Discipline Program may be registered for this course. Completion of this course does not assure recognition for Honors in the Discipline. **Prerequisite(s):* Invitation to Honors in the Discipline program. See Department Chair for additional information **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

SO 470-474 - Internship in Sociology
Variable (0.00 to 8.00) credits. Applied field instruction in a subfield of sociology chosen to meet the needs of the student. A maximum of eight credit hours from Sociology 470-474 may count as sociology electives. Additional credits count as free electives. **Prerequisite(s):* Permission of Internship Supervisor. **Signature Learning Experience: Internship.** Graded Pass/No Pass. Register by Instructor. This course is repeatable for credit.

SO 480-489 - Independent Study in Sociology
Variable credit. Offers advanced students the opportunity for independent study in areas not included in the regular offerings within the Department. **Prerequisite(s):* Approval of the Department Chair and Independent Study Committee. Register by Instructor. This course is repeatable for credit.

SO 490 - Research in Sociology
Variable (1.00 to 4.00) credit(s). Students will engage in an original research investigation developed and implemented in collaboration with faculty overseeing the course. Students will write a paper that summarizes and reflects upon the findings and present their research to the departmental faculty. Students must obtain permission of the professor who they wish to serve as their research mentor before enrolling in the course. **Signature Learning Experience: Supervised Research.** Register by Instructor. Fall semester. This course is repeatable for credit.

Sociology Anthropology Courses

SAN 105 - Introductory Seminar for Sociology and Anthropology
1.00 credit. This course will introduce new majors to the disciplines of and the Department of Sociology and Anthropology. Students will be introduced to the expectations and opportunities in the department, receive cohort curricular advising, and learn about career options in the fields. Students will be introduced to the practices of social science research and writing. **Prerequisite(s):* Sophomore status and officially declared major in Sociology/Anthropology. Graded Pass/No Pass.

SAN 205 - Social Theory
4.00 credits. Examination and analysis of the development of the major classical and contemporary social theories with an emphasis on examining key concepts and how these have been applied in sociology and anthropology. **Prerequisite(s):* *Prerequisites: SO 101 and AN 111.

SAN 330 - Research Methods
4.00 credits. Basic procedures of sociological research design, sampling, measurement and data analysis. **Prerequisite(s):* SO 101. Fall semester.

SAN 331 - Statistical Analysis
4.00 credits. Basic introduction to the study of statistical techniques of social research and analysis with emphasis on reasoning with data. **Prerequisite(s):* SAN 330 and MA 251. **Signature Learning Experience: Community-Based Learning.** Spring semester.

SAN 405 - Senior Seminar for Sociology and Anthropology
1.00 credit. The purpose of this one-credit course is to provide senior Sociology/Anthropology majors with skills and dispositions that will assist them in achieving their post-graduate plans. The course integrates concepts, principles, and practices from prior courses in Sociology and Anthropology, guiding students as they consolidate their understanding of the sociological and anthropological perspectives, and prepares them for a future in which they make a personally meaningful contribution to self and society. **Prerequisite(s):* Senior status and officially declared major in Sociology/ Anthropology. Graded Pass/No Pass.

Interdisciplinary Programs

Anabaptist and Pietist Studies Minor

The interdisciplinary minor in **Anabaptist and Pietist Studies** consists of 24 credits. The required introductory course, Anabaptist and Pietist Movements, is designed to orient students to the European historical and theological roots of these religious traditions. The elective courses enable students to shape a personal program of emphasis that draws on the resources of three academic disciplines: religion, history, and sociology.

Student Learning Outcomes:

Students will be able to:

- Analyze Anabaptist and Pietist groups, employing various perspectives and drawing on primary and secondary literature.
- Articulate a clear understanding of three distinctive characteristics each of the Anabaptist movements and the Pietist movement.
- Integrate understanding of Anabaptist and Pietist groups, including plain groups, with the college experience and awareness of a global perspective on these groups.

For further information, contact the Anabaptist and Pietist Studies Minor Advisor, Dr. Jeffrey Bach, Department of Religious Studies.

The requirements for an Anabaptist and Pietist Studies minor are:

Required introductory course:

- REL 284 - Anabaptist and Pietist Movements

Five elective courses (20 credits) from the following:

- HI 315 - The Early Modern World: Religion, Renaissance and Encounter
- PCS 165 - HUM Peace, War, and Nonviolence
- REL 226 - WCH The New Testament
- HRE 285 - HNR WCH Amish, Brethren, and Mennonites in the U.S. Since 1875
- HRE 289 - HNR Communal and Utopian Societies
- REL 364 - Amish Society (SO 364)
- SO 317 - Sociology of Religion
- SO 364 - Amish Society (REL 364)

Architectural Studies Minor

The interdisciplinary minor in Architectural Studies provides a general introduction to careers in architecture. The curriculum includes architectural design, sustainability, engineering principles and the history of the built environment. Students learn to design original buildings for real-world contexts with client and community involvement. They research, document, and render their original designs and present and defend them in critiques. Stewardship of natural resources, innovations in sustainability, LEED standards and certification are emphasized in courses and projects. Prior knowledge of physics and advanced mathematics is not required.

Student Learning Outcomes

Students will be able to:

- Students will design and produce models for an original project for a specific client that includes architectural plans, materials, cost and sustainability and defend their design to a panel of judges composed of faculty, architects, artists, engineers and investors.
- Students will be able to demonstrate knowledge of the historical and contemporary architecture built throughout the world for sacred, civic, commercial, cultural, and domestic environments.
- Students will be able to explain the national standards of LEED (Leadership in Energy and Environmental Design), and their incorporation within buildings and landscape architecture.
- Students who have completed the Architectural Studies minor will prepare a professional portfolio that includes selected design works from EGR353 Green Architectural Engineering, ART/EGR499A Architecture Studio I, ART/EGR499B Architectural Studio II, and other courses and creative works of their choosing. Students must post their portfolios online.

For further information, contact Dr. Joseph Wunderlich, Department of Engineering and Physics or Dr. Patricia Ricci, Department of Fine and Performing Arts.

The requirements for Architectural Studies minor are:

23 credits are required, including:

- ART 105 - CE Drawing I
- ART 280 - NCH World Architecture

- ART 120 - CE Sculpture I or
- ART 210 - Drawing II

- EGR 353 - Green Architectural Engineering

- ART 470-474 - Internship in Fine Arts (emphasis in architecture) or
- EGR 470-474 - Internship in Engineering (emphasis in architecture)
  OR
- ART 480-489 - Independent Study in Fine Arts (emphasis in architecture) or
- EGR 480-489 - Independent Study in Engineering (emphasis in architecture)
  OR
- ART 370-378 - Special Topics in Fine Arts (emphasis in architecture) or
- EGR 370-378 - Special Topics in Engineering (emphasis in architecture)
  OR
- EGR 280 - Engineering Research/Project (emphasis in architecture)
  OR
- EGR 255 - Sustainable Resource Engineering and Design and
- EGR 396 - Spring Seminar

- EGR 499A - Architectural Design Studio I (ART 499A) or
- ART 499A - Architectural Design Studio I (EGR 499A)
  AND
- EGR 499B - Architectural Design Studio II (ART 499B) or

- ART 499B - Architectural Design Studio II (EGR 499B)

Arts Administration Minor

The minor curriculum requires the completion of 24 credits. There are five parts of the minor: Business courses, Arts courses, an internship, and a capstone course. For further information, contact the Arts Administration Minor Advisor, Dr. James Haines, Department Chair of Fine and Performing Arts.

Student Learning Outcomes:

Upon completion of the minor, students will be able to:

- Identify and explain the cultural role of the fine and performing arts in society.
- Articulate ways in which legal and business acumen and strategy address value to an arts/cultural institution through risk-management, business planning, and problem-solving.
- Demonstrate the ability to apply business principles to arts management.

Business: 12 credits

- BA 101 - Business and Society
- BA 215 - Principles of Marketing

- BA 265 - Management and Organizational Behavior or
- FBE 380 - Entrepreneurship

Fine and Performing Arts: Eight credits from the following:

- ART 145 - CE Digital Photography (COM 145)
- ART 157 - WCH Introduction to the History of Art II
- ART 204 - CE Fundamentals of Color and Design
- ART 230 - American Art
- ART 260 - Modernism

- DA 101 - CE Introduction to Modern Dance
- DA 102 - CE Introduction to Ballet
- DA 103 - CE Introduction to Jazz Dance

- MU 105 - WCH Introduction to Western Music Literature
- MU 125 - WCH American Popular Music from Ragtime to Rock
- MU 211 - Music History: 1600-1850
- MU 212 - Music History: 1850 to the Present
- Applied Music/Ensemble CE (Four one-credit courses maximum)

- TH 165 - CE Basic Acting
- TH 255 - CE Fundamentals of Theatrical Design
- TH 310 - Theatre History
- TH 340 - Modern and Contemporary Drama: From Realism to the Present

Internship: 2 credits

May petition faculty for a portfolio as a substitute

- ART 470-474 - Internship in Fine Arts
- BA 470-474 - Internship in Business
- MU 470-474 - Internship in Music
- TH 470-474 - Internship in Theatre

One MOOC Component:

(The MOOC must be approved by the advisor.) Examples include:

- Intro to Music Business (Berklee)
- Creativity and Entrepreneurship (Berklee)
- Finance for Everyone: Tools for Smart Decision Making (Michigan)
- Intellectual Property Law (Penn)

Capstone: 2 credits

- FPA 490 - Arts Administration Strategy (BA 490)

Asian Studies Minor

An **Asian Studies minor** offers students an opportunity for cohesive study of Asia. The interdisciplinary program allows students to advance their study of Asian history, culture, language, and society and can serve as preparation for a variety of careers and graduate school options.

For further information, contact the Asian Studies Minor Advisor, Dr. David Kenley, Department of History.

Student Learning Outcomes

Students will be able to:

- Reason, analyze and engage in critical thinking. Students will make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others.
- Apply and integrate different strands of interdisciplinary learning and comprehend interconnections in the process of gaining knowledge and experience.
- Demonstrate beginning-level communication skills, including writing, speaking, and listening, in at least one Asian language.

The requirements for an Asian Studies minor are:

Asian language courses:

- Two semesters (8 credits) of one Asian language (currently Chinese, Japanese. or Sanskrit). See Course Descriptions.

Four electives (16 credits) in two different disciplines from the following:

- BA 280 - Doing Business in China
- BA 281 - Exploring China - History, Culture, and Business
- HI 111 - NCH History of Pre-Modern Asia
- HI 112 - NCH History of Modern Asia
- HI 226 - History of Modern China
- HI 225 - History of Modern Japan
- HI 318 - Greater China
- HI 490 - Independent Research in History
- JA 240 - NCH History of Japanese Art and Aesthetics (ART 240)
- JA 245 - NCH From Anime to Zen: Japanese Society, Business, and Culture
- JA 250 - Discovering Contemporary Japan: A Three-Week Cultural Immersion Experience

- JA 496 - Japanese Senior Research Project I and
- JA 497 - Japanese Senior Research Project II

- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
- REL 391 - Modern Hinduism
- REL 392 - Religion in China and Japan
- REL 393 - Indian Philosophy
- REL 490 - Senior Seminar in Religious Studies I
- Up to two semesters of a second Asian language (see Course Descriptions)
- Up to eight credit hours from appropriate courses taken as part of a study-abroad program in an Asian country including, but not limited to, the Dalian Institute of Foreign Languages in China, Nihon University, KCP International, and Musashi University in Tokyo, and Kansai Gaidai University (Osaka) in Japan.

Cognitive Science Minor

Student Learning Outcomes

Students will be able to:

- Students will demonstrate a basic understanding of the methodology used by biologists, psychologists, computer scientists, and philosophers to address questions of mind/brain and information processing.
- Students will demonstrate a fundamental understanding of experimental design and methodologies commonly used in the field of cognitive science (e.g. fMRI, ERP, computational modeling and statistics) through both oral and written assignments.
- Students will be able to demonstrate an ability to synthesize research findings from an array of disciplines in the cognitive sciences in the evaluation of a question surrounding the mind/brain or information processing as part of a senior capstone seminar.

For further information, contact the Cognitive Science Minor Advisor, Dr. Michael Silberstein, Department of Politics, Philosophy, and Legal Studies.

Required Classes (12 credits):

- PSY 125 - NPS Introduction to Neuroscience
- PH 290 - Introduction to Cognitive Science (CSC 290)

- CSC 462 - Cognitive Science Capstone

Neurobiology Track

- PSY 210 - Sensation and Perception
- BIO 314 - Behavioral Neurobiology

Psychology Track

- PSY 310 - Intelligence and Creativity
- PSY 315 - Cognitive Psychology

Computational Track

- CS 121 - Computer Science I
- CS 434 - Green Robotics, Automation, and Machine Intelligence (EGR 434)

Cognitive Science Courses

CSC 290 - Introduction to Cognitive Science (PH 290)
4.00 credits Cognitive science is an interdisciplinary science that integrates elements of philosophy, psychology, neuroscience, and computer science into a unified field of study. Cognitive learning, consciousness and emotion from each of these perspectives, ranging from abstract and formal theories at one end to well-defined empirical research and computer modeling at the other. As a required course for the Cognitive Science Minor, Introduction to Cognitive Science provides exposure to a variety of disciplines, with particular focus on how they cooperate to study human thought, experience and behavior. Fall semester.

CSC 462 - Cognitive Science Capstone
Variable (2.00 or 4.00) credits. Students will read and discuss articles in the cognitive science literature dealing with major advances in cognitive science. A paper and oral presentation on subject related to the discussion is required. **Prerequisite(s):* PH 290, PSY 125, and at least 12 credits in the minor. **Signature Learning Experience: Capstone Experience.** Register by Instructor. Fall or spring semester.

Creative Writing Minor

The **Creative Writing minor** requires six courses from those listed below. All minors take CW 386 as an interdisciplinary capstone course their junior or senior year. Of the five elective courses, at least four must be writing-based. No more than three of the five elective courses can be from the same department. It is recommended that students with limited experience in creative writing take EN 180 early in their course of study.

For further information, contact the Creative Writing Minor Advisor, Dr. Carmine Sarracino, Department of English.

Writing-based courses:

- COM 424 - Script and Screenwriting (prerequisite waived for Creative Writing minors)
- EN 180 - CE Introduction to Creative Writing

- EN 280 - Creative Writing - Poetry, Prose
- EN 281 - CE Writing and Analyzing the Short Story
- EN 286 - Creative Non-Fiction
- EN 287 - Writing Children's Literature
- EN 381 - Advanced Fiction Writing
- TH 240 - Playwriting

Image-based courses:

- ART 105 - CE Drawing I
- ART 207 - Introduction to Graphic Design (prerequisite waived for Creative Writing minors)
- ART 145 - CE Digital Photography (COM 145)
- COM 145 - CE Digital Photography (ART 145)

Capstone course:

- CW 386 - Word, Web, and Design

Creative Writing Courses

CW 386 - Word, Web, and Design
4.00 credits. This advanced course fulfills the capstone course for creative writing minors and the publishing requirement for professional writing majors. The focus of the course is on the presentation of one's work, and how different approaches to presentation can further the purpose of particular projects or become aesthetic and communicative projects in themselves. **Signature Learning Experience: Capstone Experience.**

Data Analytics Minor

For further information, contact the Data Analytics Minor Advisor, Dr. Sylvester Williams, Department of Business.

Student Learning Outcomes for Data Analytics Minor:

Students will be able to:

- Students will learn to independently apply the appropriate statistical procedure and use technical skills in predicative and prescriptive modeling to support decision-making.
- Students will demonstrate effective communication skills that facilitate the effective presentation of analysis results.
- Students will demonstrate the ability to think critically in making decisions based on data analytics.

The following courses are required:

- DAT 200 - Data Analytics or
- CS 309 - Database Systems

- DAT 300 - Big Data and Statistical Analysis
- DAT 315 - Machine Learning

- DAT 400 - Data Analytics Capstone

- CS 113 - NPS The Power and Beauty of Computing or
- CS 121 - Computer Science I

- MA 251 - MA Probability and Statistics

- MA 252 - Statistical Methods in Research **Or**
- EC 410 - Econometrics

- Approved MOOC (on Python, Hadoop, Business Intelligence, etc.)

SAS Joint Certificate in Data Analytics

The SAS Joint Certificate in Data Analytics is available to degree-seeking students enrolled in the Data Analytics minor. Students must complete all of the graduation requirements to receive the certification. Students must take the following courses to obtain the SAS Joint Certificate in Data Analytics. Please refer to the SAS Joint Certificate in Data Analytics for the course requirements.

Data Analysis Courses

DAT 200 - Data Analytics
2.00 credits. An introduction to databases and SQL queries. Topics include how to create, read, and use Structured Query Language (SQL), design, population, query, and use of databases.

DAT 300 - Big Data and Statistical Analysis
2.00 credits. Big Data and Statistical Analysis provides an introduction to the fundamentals of data preparation and management, data mining, and forecasting using SAS® Enterprise Miner. This is an application-driven course allowing students to gain an understanding of Enterprise Miner software environment, statistical basics of data mining and forecasting, and the practical issues involved in applied forecasting in a business setting. Upon completion of this course, students shall be able to independently carry out data analysis and forecasting projects. **Prerequisite(s):* MA 252 or EC 410.

DAT 315 - Machine Learning
2.00 credits. An overview of machine learning techniques using R. Topics include an introduction to programming in R, the use of nearest neighbor and naive Bayes algorithms, support vector machines, hidden Markov models, and market basket analysis as well as model evaluation and improvement. **Prerequisite(s):* DAT 300, and CS 113 or CS 121.

DAT 320 - Advanced SQL
2.00 credits. Get ready to acquire some seriously marketable computer skills! A company's biggest asset is their data and most companies' databases use the Structured Query Language (SQL) to manage data. DAT 200 teaches students to extract data from a database, and DAT 320 adds to this by teaching students to design and build databases with plenty of progressively challenging assignments with the goal of preparing successful students to pass the Oracle® Certification Exam. Oracle is the most popular relational database in the world, and the national average salary for a database administrator is $89,626 (glassdoor.com, November 8, 2017). **Prerequisite(s):* DAT 200.

DAT 400 - Data Analytics Capstone
4.00 credits. Under the supervision of a faculty mentor, students use their knowledge of data analytics to complete a project contributing to research in an academic area or to solve a problem for a local business. Projects will involve data collection, data cleaning, data analysis, and reporting results both orally and in writing to a domain expert or business leader. **Prerequisite(s):* Students must have completed 14 credits in the minor. **Signature Learning Experience: Capstone.** Register by Instructor.

Film Studies Minor

Given the central role of film both nationally and internationally as an art form and a cultural artifact, it is not surprising that there is so much interest in every aspect of it across the globe. Film Studies is an interdisciplinary area that integrates elements of film theory and criticism, fine arts, communications, philosophy, English, psychology, and many other disciplines into a unified field of study. Students will learn about the history of cinema, formal methodologies of all facets of film making and criticism, and critical analysis of film. Students will learn how to actively watch and interpret films of all varieties, from different time periods and from all around the world. In addition to learning about film itself generally, students will have many opportunities to study film as: cultural anthropology, literature, philosophy, psychology, theology, political science, and much more.

For further information, contact the Film Studies Minor Advisor, Dr.Colin Helb, Department of Communications.

Student Learning Outcomes for Film Studies Minor:

Students will be able to:

- Apply film, media, literary, and critical social and cultural theories to the analysis of film.
- Apply an understanding of the historical and contemporary impact of film on society to scholarship.
- Apply basic aesthetic and technical understanding of film production to scholarly analysis and/or creative production.

Required courses (8 credits):

- COM 261 - Film Studies
- PH 462 - Film Studies Capstone Course

Electives - choose three courses with at least one 200-level course and at least one 300-level or above from the following (12 credits):

- EN 102 - WCH Western Literary Culture
- TH 210 - NCH World Cinema, World War II to the 21st Century
- PS 225 - HUM American Democracy in Film and Fiction
- JA 245 - NCH From Anime to Zen: Japanese Society, Business, and Culture
- REL 253 - Theology Through Film
- PS 323 - Politics Through Film and Literature
- COM 424 - Script and Screenwriting

General Science Minor

The **General Science minor** offers students the opportunity to study the natural sciences as a group, based on the view that the natural sciences together are the area of secondary interest for the student.

This minor is especially appropriate for, but not limited to, early childhood education majors with aptitude and interest in the natural sciences and others interested in cross-disciplinary content. Although some students may wish to complete a minor in a separate science discipline, others may want a wider curricular base and mix in the content they wish to study. The General Science minor provides this while retaining unity and focus. Further, in addition to providing breadth of study of the natural sciences as a group, it allows for a measure of investigation in depth of a selected discipline.

For further information, contact the General Science Minor Advisor, Dr. Peter Licona, Department of Education.

The minor in General Science requires seven courses (at least 27 credits). One required course must be selected from each of the following five disciplines:

Mathematics:

- MA 117 - Concepts of Calculus or
- MA 121 - MA Calculus I

Earth Science:

- ES 113 - NPS Earth in Space: Evolution of a Planet or
- ES 114 - NPS Geosystems: Landscapes, Oceans and Atmosphere or

Physics:

- PHY 101 - General Physics I or
- PHY 105 - NPS How Things Work or

Chemistry:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science or
- CH 109 - NPS Introduction to Forensic Science or
- CH 113 - Organic Chemistry I

Biology:

- BIO 101 - NPS Biological Concepts or
- BIO 102 - NPS Human Heredity and Inherited Diseases or
- BIO 103 - NPS Living with the Environment or
- BIO 111 - Molecules, Cells, and Animal Systems

Two or more elective courses (totaling at least seven credits)

Chosen from any biology, chemistry, earth science, physics, or engineering courses 200-level or above (or at 100-level if the elected course has a prerequisite in the same discipline that also must be completed). See Course Descriptions.

Graphic Design Minor

Graphic design is a form of visual communication vital to every industry and institution. Graphic designers create images and typography for digital and print media as well as computer-generated works of art. The interdisciplinary curriculum combines courses in Fine Arts, Communications, and Creative Writing that encourage experimentation with corporate, commercial, and personal applications of graphic expression. Students learn to design with up-to-date software and study copyright and infringement laws. Opportunities for internships are available. In the capstone course students produce a presentation portfolio suitable for job interviews. The 20-credit minor can expand the skill set of students in Communications, Marketing, Computer Science, Art Education, and Fine Arts or build a foundation for a career as a graphic designer.

For further information, contact the Graphic Design Minor Advisor, Dr. Patricia Likos Ricci, Department of Fine and Performing Arts.

The requirements for a Graphic Design minor are:

Required courses:

- COM 130 - Visual Communications
- ART 207 - Introduction to Graphic Design
- ART 406 - Advanced Digital Arts

Two elective courses (8 credits) from the following:

- ART 145 - CE Digital Photography (COM 145) or
- COM 145 - CE Digital Photography (ART 145)

- ART 209 - Typography and Text Design
- COM 310 - New Media Production
- CW 386 - Word, Web, and Design

- ART 470-474 - Internship in Fine Arts or
- COM 470-473 - Practicum

Human Services Minor

A minor in **Human Services**, consisting of a minimum 20 credit hours, is available. The minor provides students the knowledge, values, and skills to explore society's social problems and the intricate social welfare system designed to assist people in need. It also provides the student with an overview of human behavior, social problems, and the development of American social welfare institutions. **All students, except social work majors, may pursue this minor.**

For further information, contact Dr. Badiah Haffejee, Department of Social Work.

The requirements for the Human Services minor are (unless otherwise noted, all courses receive four credits):

Required courses:

Three required courses (12 credits) must be taken:

- SW 160 - SSC Social Problems and Response of Social Welfare Institutions
- SW 233 - Human Behavior in the Social Environment
- SW 280 - Multicultural Counseling Skills

Elective courses:

A minimum of eight elective credits from the following courses (four credit hours of which must be outside of the Department of Social Work) also must be taken:

Social Work:

- SW 360 - International Social Development
- SW 339 - Human Sexuality
- SW 344 - Aging: Social Response and Implications
- SW 346 - Exploring the Culture and Services of Vietnam (2.00 credits)
- SW 347 - May Term in Vietnam (2.00 credits)
- SW 355 - Women in Society
- SW 357 - Child Welfare
- SW 366 - Addiction and Society

Sociology and Anthropology:

- AN 111 - NCH Understanding Human Cultures
- SO 204 - SSC Population and Global Issues
- SO 215 - Criminology
- SO 217 - U.S. Criminal Justice System
- SO 220 - Race and Ethnic Relations
- SO 270 - Law and Social Change
- SO 301 - Social Issues
- SO 305 - Marriage and Family (WGS 305)
- SO 342 - Modern Corrections
- SO 352 - Juvenile Law and Justice

Education:

- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)

Communications:

- COM 252 - HUM Multi-Cultural Communications

Occupational Therapy:

- OT 110 - Occupations across the Lifespan
- OT 210 - Global Health Care Systems

Political Science:

- PS 361 - Public Administration (PP 561)
- PS 363 - American Domestic Policy (PP 563)
- PS 365 - Women and Politics

Psychology:

- PSY 250 - Psychopathology
- PSY 225 - Lifespan Development
- PSY 240 - Child and Adolescent Development
- PSY 245 - Adult Development and Aging
- PSY 230 - Psychology of Women and Gender
- PSY 355 - Counseling Psychology

Women and Gender Studies:

- WGS 105 - SSC Sex and Gender in Society

Individualized Major (B.A.)

An Individualized Major at Elizabethtown College allows students to pursue unique disciplinary trajectories by working in close collaboration with faculty from multiple disciplines.

Program Requirements

A student who wishes to declare an individualized major will ordinarily need to do so in writing only **after** completing 30 credit hours and **before** completing 48 credit hours.

A student seeking to pursue an individualized major will select faculty co-advisors from two different disciplines, or a faculty advisor and an advisor from the Academic Advising office

In consultation with the aforementioned co-advisors, the student will submit a program of study to the Dean for Curriculum and Assessment that includes:

- a personal statement of intent (300-word minimum) that explains the unique nature of the individualized major; the intellectual, career, and/or creative path; and the student learning outcomes that the student has in mind.
- explanation of how (at least) two Signature Learning Experiences will be completed as part of the proposed academic course of study.
- be composed of no less than 40 credit hours

Students cannot propose an individualized major necessitating certification by an external accrediting body. Upon formal approval by the Dean of Curriculum and Assessment, the Registration and Records Office will officially update the student's academic record with the individualized major.

Any changes to the program study must be approved by the Dean for Curriculum and Honors and both co-advisors **before** additional and/or alternate courses will count toward the student's major requirements.

For additional information, please contact Dr. Brian Newsome.

Course Requirements

- at least 4 courses at the 300- or 400- level
- no more than 4 courses at the 100-level
- ordinarily, the program of study should include at least 16 credit hours from each of two different disciplines

Interfaith Leadership Studies (B.A.)

The interdisciplinary field of interfaith studies examines the multiple dimensions of interaction between individuals and groups that orient differently with regard to religion. It also examines the implications of these interactions for communities, civil society, and global politics. A strong practitioner dimension animates the field and a major goal of its programs of study is the development of a cadre of professionals who can assume the mantle "interfaith leaders." We define an interfaith leader as someone with the framework, knowledge base, and skill set to help individuals and communities who orient differently around religion build mutual respect, positive relationships, and a commitment to the common good. Correspondingly, scholarship and pedagogy in interfaith studies address questions of both theory and praxis.

For further information, contact the Interfaith Leadership Studies Major Advisor, Dr. Christina Bucher, Department of Religious Studies.

Student Learning Outcomes:

Students will be able to:

- Describe the beliefs, practices, and shared values of several religious and non-religious communities.
- Articulate a coherent personal theological or philosophical narrative within his or her own religious or non-religious tradition (texts, histories, founders, sacred people) of different religions committed to positive relationships in civil society for the common good.
- Give examples of interfaith cooperation throughout history.
- Integrate knowledge and skills from several academic disciplines to a problem-based, real-world learning experience as an interfaith leader on a local, regional, national, or international front.

For further information, contact the Interfaith Leadership Studies Program Director, Dr. Christina Bucher, Department of Religious Studies.

The **Interfaith Leadership Studies** major consists of 13 courses totaling no fewer than 42 credits.

Required courses (6 courses):

- PCS 160 - HUM Conflict Dynamics and Transformation
- ILS 105 - HUM Exploring Interfaith Leadership and Service
- ILS 330 - Comparative Theology and Interfaith Engagement
- ILS 490 - Capstone Seminar in Interfaith Leadership Studies
- ILS 491 - Project in Interfaith Leadership Studies

- ILS 470-474 - Internship in Interfaith Leadership Studies or
- ILS 498 - Junior-Senior Independent Research

Religious Literacy, Appreciative Understanding, and Shared Values

Choose 2 courses from the following:

- REL 103 - HUM Religion and Nonviolence
- REL 125 - HUM Shared Scriptures of Jews and Christians
- REL 287 - The Story of Christianity
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
- REL 293 - Islam

Religious Diversity, Civil Society, and World Politics

Choose 3 courses (at least 2 different disciplines) from the following:

- AN 111 - NCH Understanding Human Cultures
- BIO 320 - Conservation Biology
- HI 320 - Middle East in Modern Times
- HI 321 - North Africa in Modern Times
- INT 331 - Peace and War in a Global World (PCS 331, HI 331)
- JA 240 - NCH History of Japanese Art and Aesthetics (ART 240)
- PS 211 - SSC Political Psychology (PSY 211)
- PS 240 - WCH Foundations of American Democracy
- PSY 235 - Social Psychology
- REL 331 - Ethnicity, Gender, and Religion
- REL 344 - The Nonviolent Ethics of Martin Luther King, Jr.
- REL 391 - Modern Hinduism
- SO 204 - SSC Population and Global Issues

Professional Skills and Experiential Learning

Choose 2 courses (at least 2 different disciplines) from the following:

- BA 215 - Principles of Marketing
- BA 265 - Management and Organizational Behavior
- CW 386 - Word, Web, and Design
- MU 205 - NCH World Music

- PCS 260 - HUM Peacebuilding Themes and Trends
- PS 245 - NCH International Relations
- SO 317 - Sociology of Religion

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar
- EN 100 - PLE Writing and Language
- EN 150 - PLE Advanced Writing and Language
- MA 121 - MA Calculus I
- MA 251 - MA Probability and Statistics
- ILS 105 - HUM Exploring Interfaith Leadership and Service
- PCS 160 - HUM Conflict Dynamics and Transformation
- One Power of Language: Other Core course (4 credits)
- One Creative Expression Core course (4 credits)
- One Elective course (4 credits)

Second Year Suggested Courses:

Two of the following:

- REL 103 - HUM Religion and Nonviolence
- REL 125 - HUM Shared Scriptures of Jews and Christians
- REL 287 - The Story of Christianity
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
- REL 293 - Islam

Three of the following (one of these courses can be taken in the third or fourth year):

- AN 111 - NCH Understanding Human Cultures
- BIO 320 - Conservation Biology
- HI 320 - Middle East in Modern Times
- HI 321 - North Africa in Modern Times
- INT 331 - Peace and War in a Global World (PCS 331, HI 331)
- JA 240 - NCH History of Japanese Art and Aesthetics (ART 240)
- PS 211 - SSC Political Psychology (PSY 211)
- PS 240 - WCH Foundations of American Democracy
- PSY 235 - Social Psychology
- REL 331 - Ethnicity, Gender, and Religion
- REL 344 - The Nonviolent Ethics of Martin Luther King, Jr.
- REL 391 - Modern Hinduism
- SO 204 - SSC Population and Global Issues

- One Natural and Physical Science (with a lab) Coure course (4 credits)
- Two Elective courses (8 credits total)

Third Year Suggested Courses:

Two of the following:

- BA 215 - Principles of Marketing
- BA 265 - Management and Organizational Behavior
- CW 386 - Word, Web, and Design
- MU 205 - NCH World Music
- PCS 260 - HUM Peacebuilding Themes and Trends
- PS 245 - NCH International Relations
- SO 317 - Sociology of Religion

- One Natural and Physical Science (without lab) Core course (4 credits)
- Five Elective courses (20 credits total)

Fourth Year Suggested Courses:

- ILS 330 - Comparative Theology and Interfaith Engagement

- ILS 470-474 - Internship in Interfaith Leadership Studies **Or**
- ILS 498 - Junior-Senior Independent Research

- ILS 490 - Capstone Seminar in Interfaith Leadership Studies
- ILS 491 - Project in Interfaith Leadership Studies
- Five Elective courses (20 credits total)

Note:

Because this is an interdisciplinary major, advisors should work with students to identify ILS courses in the Religious Literacy, Religious Diversity, and Professional Skills areas that the the student wishes to take to satisfy the requirements in those three divisions. Many of the courses could also be used to satisfy the student's core requirements, requirements in a second major, or requirements in a minor. E.g., in the fall semester -- AN 111 (core NCH), in the spring semester -- REL 290 (core NCH), PS 211 (core SS), PS 240 (core WCH), PS 245 (NCH), SO 204 (core SS), PS 245 (core NCH).

Interfaith Leadership Studies Minor

The **Interfaith Leadership Studies minor** consists of seven courses totaling no fewer than 22 credits.

For further information, contact the Interfaith Leadership Studies Minor Advisor, Dr. Christina Bucher, Department of Religious Studies.

Required courses (3 courses):

- ILS 105 - HUM Exploring Interfaith Leadership and Service
- ILS 490 - Capstone Seminar in Interfaith Leadership Studies
- ILS 491 - Project in Interfaith Leadership Studies

Religious Literacy, Appreciative Understanding, and Shared Values

Choose one course from the following:

- REL 103 - HUM Religion and Nonviolence
- REL 125 - HUM Shared Scriptures of Jews and Christians
- REL 287 - The Story of Christianity
- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
- REL 293 - Islam

Religious Diversity, Civil Society, and World Politics

Choose two courses, selected from two different disciplines, from the following:

- AN 111 - NCH Understanding Human Cultures
- BIO 320 - Conservation Biology
- HI 320 - Middle East in Modern Times
- HI 321 - North Africa in Modern Times
- INT 331 - Peace and War in a Global World (PCS 331, HI 331)
- JA 240 - NCH History of Japanese Art and Aesthetics (ART 240)
- PS 211 - SSC Political Psychology (PSY 211)
- PS 240 - WCH Foundations of American Democracy
- PSY 235 - Social Psychology
- REL 331 - Ethnicity, Gender, and Religion
- REL 391 - Modern Hinduism
- SO 204 - SSC Population and Global Issues

Professional Skills and Experiential Learning

Choose one course from the following:

- BA 215 - Principles of Marketing
- BA 265 - Management and Organizational Behavior
- ILS 330 - Comparative Theology and Interfaith Engagement
- MU 205 - NCH World Music
- PCS 260 - HUM Peacebuilding Themes and Trends
- PS 245 - NCH International Relations
- SO 317 - Sociology of Religion

Interfaith Leadership Studies Courses

ILS 105 - HUM Exploring Interfaith Leadership and Service
4.00 credits. **(Humanities Core Course)** This survey course introduces the beliefs, values, practices, and historical origins of many of the world's religions as well as non-religious worldviews, and also grants significant attention to the contemporary environment of religion, including secularization, the relationship between religion and politics, and religious diversity. Students will be challenged to relate religious values to fundamental human dilemmas, including historical dilemmas (e.g., evangelism, colonialism, and religious violence), theological dilemmas (e.g.,

exclusivism versus religious pluralism), and current issues (e.g., interfaith leadership and service) through case studies and interfaith leadership projects.

ILS 330 - Comparative Theology and Interfaith Engagement
4.00 credits. How should thoughtful persons respond to the fact that there are many religions and worldviews? What is interfaith dialogue? How and why should people wish to engage in it? These and other related questions will be explored in this course, which will examine how to think theologically about religious diversity and engage constructively with multiple worldviews. Students will be invited to develop their own cogent approaches to these issues by the end of the semester. Register by Instructor.

ILS 470-474 - Internship in Interfaith Leadership Studies
Variable (0.00 to 12.00) credit(s). Students work in an interfaith leadership and/or service setting for academic hours of credit. Internships are primarily unpaid experiences, but some organizations may offer a stipend or other form of payment. Course requirements are decreased or increased as deemed appropriate by the Internship Advisor. Graded Pass/No Pass. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

ILS 490 - Capstone Seminar in Interfaith Leadership Studies
2.00 credits. This course is designed to provide a capstone seminar for majors and minors in Interfaith Leadership Studies. In this course, all majors and minors will have the opportunity to engage with peers to 1) reflect on their entire academic program of study interfaith leadership, and 2) develop a broad and clear view of the relevance and usefulness of interfaith leadership studies for their future purposeful life work, and as citizens of a nation and of the world. **Prerequisite(s):* Junior or senior status, after completing at least eight courses in the major. Register by Instructor.

ILS 491 - Project in Interfaith Leadership Studies
2.00 credits. This course is designed to provide the opportunity for the development and implementation of a project for majors and minors in Interfaith Leadership Studies under peer collaboration and critique. Specifically, students will design and implement an appropriate project that will in some ways culminate their work in interfaith leadership studies, and in some cases, integrate with the students' other academic majors and minors. Students will present their work to an audience of appreciative and analytical fellow students both in class and on Scholarship Day. **Prerequisite(s):* Junior or senior status, after completing at least eight courses in the major. **Signature Learning Experience: Capstone/Developmental Portfolio.** Register by Instructor.

ILS 498 - Junior-Senior Independent Research
Variable (0.00-4.00) credits Students engage in an advanced level of research under the supervision of a faculty member to produce a thesis or other major research project. **Prerequisite(s):* Juniors or seniors only. A maximum of four credit hours from ILS 498 may count twards the ILS major or minor. Additional credits count as free electives. **Signature Learning Experience: Supervised Research.** Register by Instructor. This cours eis repeatable for credit.

International Studies Minor

The **International Studies minor** is an interdisciplinary minor, comprised of a cluster of foreign culture, language, and international affairs courses with a largely contemporary focus. It provides the students with enhanced understanding of the conditions in the rest of the world that are making themselves felt in the daily lives of Americans. In addition to the general liberal arts goal of broadening students' horizons of awareness of other peoples and places, the minor offers a valuable complementary education for many career-oriented and pre-professional

programs of study. The minor provides three principal categories of an international education: competency in a second language, knowledge of other cultures, and appreciation of global interdependence among nations.

For further information, contact the International Studies Minor Advisor, Dr. Oya Ozkanca, Department of Politics, Philosophy, and Legal Studies.

Student Learning Outcomes:

Students will be able to:

- Draw effectively on primary and/or secondary sources to analyze a multicultural and/or international topic from a political, historical, economic, legal, cultural, religious, or geographic perspective.
- Communicate in a language other than English at an intermediate level.
- Communicate effectively orally and in writing about a multicultural and/or international topic.

The requirements for an International Studies minor are 26 credits as follows:

Foundational requirement (4 credits):

- PS 245 - NCH International Relations

Language requirement (8 credits):

Two semesters of modern language at the 200-level or above. At least one of these two courses should be taken at the Elizabethtown College. Up to 4 credits can be taken at an affiliated or approved non-affiliated study abroad program. Exceptions to this language requirement can be made by petitioning the Director of the International Studies Minor (for example, students who are native or near-native speakers of a language other than English).

Elective courses (12 credits):

Select any three courses from the following list, with the caveat that two would come from the same discipline or language (defined in practical terms by course prefix), and one would come from a different discipline or language (defined in practical terms by course prefix).. At least one of these elective courses should be taken at the 300- or 400-level. Up to 8 credits can be taken at an affiliated or approved non-affiliated study abroad program. In addition to the elective courses listed below, students may also take a number of 170- and 370-series courses that are approved by the International Studies Minor Program Committee to satisfy the minor elective requirements.

Business

- BA 197 - Introduction to International Business
- BA 280 - Doing Business in China
- FIN 327 - International Financial Management
- BA 337 - International Legal and Ethical Environment of Business
- BA 350 - European Union Simulation I (PS 350)
- FBE 450 - Entrepreneurship in Emerging Economy

Communications

- COM 251 - International Communications

Economics

- EC 280 - International Organizations Seminar
- EC 307 - International Economics

- EC 311 - Economic Development

English

- EN 251 - HUM Multicultural Literature
- HEN 252 - HNR HUM Irony, Humor, and Despair in Modern Literature
- HEN 253 - HNR WCH Gaelic and Anglo-Irish Ireland

Fine and Performing Arts

- ART 240 - NCH History of Japanese Art and Aesthetics (JA 240)
- ART 280 - NCH World Architecture
- MU 205 - NCH World Music

History

- HI 226 - History of Modern China
- HI 225 - History of Modern Japan
- HI 316 - The Enlightenment and French Revolution (1600-1800)
- HI 320 - Middle East in Modern Times
- HI 321 - North Africa in Modern Times

International Studies

- INT 233 - NCH The Arab Spring (PS 233)
- INT 331 - Peace and War in a Global World (PCS 331, HI 331)
- INT 332 - Model United Nations (PS 332)
- INT 470-474 - Internship in International Studies

Modern Languages

- Any 300-level or above modern language course, and/or any 200-level or above modern languages course that does not have 11 or 12 as final two digits in the course number

Political Science

- PS 150 - NCH Introduction to Comparative Politics
- PS 233 - NCH The Arab Spring (INT 233)
- PS 332 - Model United Nations (INT 332)
- PS 340 - Political Violence and Terrorism
- PS 350 - European Union Simulation I (BA 350)

Religious Studies

- REL 290 - NCH Dharma Traditions: Hindu, Buddhist, Jain, and Sikh
- REL 293 - Islam
- REL 392 - Religion in China and Japan

Social Work

- SW 360 - International Social Development

Sociology and Anthropology

- AN 111 - NCH Understanding Human Cultures
- AN 307 - People and Cultures of Africa

- AN 308 - People and Cultures of Latin America
- SO 204 - SSC Population and Global Issues

Capstone requirement (2 or 4 credits):

- INT 465 - Directed Research Project in International Studies

Note:

The International Studies minors can double-count up to 18 credits.

International Studies Courses

INT 233 - NCH The Arab Spring (PS 233)
4.00 credits. **(Non-Western Cultural Heritage Core Course) *A Guided Writing and Research Course.** This course provides an in-depth analysis of the Arab Spring, series of revolutions, protests, rebellions that have been ongoing in the Arab world since 2011. It analyzes the causes behind the uprisings and the path that each continues to take. Situating the Arab Spring in diplomatic history, it explores the political and socio-economic characteristics of the countries to illustrate why the success of democratic transition in the Middle Eastern and North African region vary. May term only.

INT 331 - Peace and War in a Global World (PCS 331, HI 331)
4.00 credits. Students will learn essentials about the history of war and peacemaking since 1500, as well as key concepts such as the military revolution, just war, non-violence, the liberal or democratic peace, the Kantian triad, and the Confucian and Westphalia international relations systems.

INT 332 - Model United Nations (PS 332)
4.00 credits. This course introduces the history, structure, functions, and activities of the United Nations. It is designed to provide students with theoretical and historical foundations to study the UN and understand the modalities of international diplomacy at this defining moment in history. This course goes beyond a traditional approach to the study of the UN, as students taking this course are required to participate at an intercollegiate Model United Nations simulation conference. **Signature Learning Experience: Internship.**

INT 370-378 - Special Topics in International Studies
Variable credits. Topical areas and problems of international studies, subjects chosen in accord with student demand. Credit variable based upon topics.

INT 465 - Directed Research Project in International Studies
Variable (2 or 4) credits. This course is a capstone seminar designed to integrate previous coursework in the interdisciplinary field of international studies and produce a major research project on a topic related to international studies. It is designed specifically for senior students pursuing the International Studies minor. Each student produces a major research paper and is required to present the results in front of Capstone Directed Research Project Committee, consisting of the Director of the International Studies Minor and a supervising faculty member (if both positions are filled by the same faculty member, then the student is required to invite another faculty member to serve as the reader). **Prerequisite(s):* Successful completion of all other requirements of the international studies minor) in their senior year on either fall or spring semester. Therefore, students need to successfully complete PS 245 NCH International Relations, two semesters of modern language at the 200 level or above, and three elective

courses approved by the International Studies Minor Program Committee, before they become eligible for enrolling in this course. **Signature Learning Experience: Supervised Research.** Register by Instructor.

INT 470-474 - Internship in International Studies
Variable (0.00, 2.00, or 4.00) credits. This course is an internship seminar designed to integrate previous coursework in the interdisciplinary field of international studies into the internship experience of International Studies minor students. Internship experience can clearly enhance the students' learning and is a valuable supplement to classroom instruction. The main purpose of this course is to assist students in the learning process of reflection, analysis, and integration of experiences and insights gained through their internships with the academic theory, principles, concepts, and social and ethical dimensions of international studies. This course is designed specifically for junior and senior students pursuing the International Studies minor, with a GPA or 2.0 or higher. Each student produces a research paper and a log of daily entries into their internship diary. **Signature Learning Experience: Internship.** Register by Instructor.

Peace and Conflict Studies Minor

The interdisciplinary minor in **Peace and Conflict Studies** consists of five courses and a capstone project. The curricular model incorporates three types of courses: required courses, elective courses in a variety of disciplines, and a capstone seminar research project. In order to provide students with adequate conceptual tools and conciliation skills, the program of study is multidisciplinary in both method and instruction. The introductory courses orient students to basic concepts and approaches in peace and conflict studies. The elective courses, selected from several disciplines, enable students to shape a personal program of emphasis that taps the analytic and practical resources of various academic fields. The capstone project requires students to synthesize concepts and knowledge from several disciplines in order to address a research problem of practical or theoretical interest.

Student Learning Outcomes:

Students will be able to:

- Reason, analyze and engage in critical thinking about the roots of conflict and the responses to conflict.
- Understand diverse worldviews and perspectives as they influence major approaches to war, conflict, and peacebuilding.
- Identify and cultivate a sense of purpose by practicing skills in conflict transformation.

For further information, contact the Peace and Conflict Studies Minor Advisor, Dr. Michael Long, Department of Religious Studies.

The requirements for the Peace and Conflict Studies minor are:

Required introductory courses:

- PCS 160 - HUM Conflict Dynamics and Transformation
- PCS 165 - HUM Peace, War, and Nonviolence

Three approved elective courses from the following:

No more than two elective courses shall be chosen from any one department and at least two of the elective courses must be taken outside the student’s major department.

- PCS 260 - HUM Peacebuilding Themes and Trends

- PCS 262 - Restorative Practices
- PCS 265 - HUM Nonviolence in America
- PCS 470-474 - Internship in Peace and Conflict Studies
- PS 340 - Political Violence and Terrorism
- PS 350 - European Union Simulation I (BA 350)
- REL 103 - HUM Religion and Nonviolence
- REL 261 - Peacemaking and Social Justice in the Bible
- REL 344 - The Nonviolent Ethics of Martin Luther King, Jr.

Capstone:

A required capstone project designed to integrate previous work and culminate in a major research paper:

- PCS 465 - Directed Research Project in Peace and Conflict Studies

Peace and Conflict Studies Courses

PCS 160 - HUM Conflict Dynamics and Transformation
4.00 credits. **(Humanities Core Course)** Conflict, a normal part of human interaction, presents a choice to respond with violence or transformation. This course will explore the nature of human conflict and dynamics looking at the effects of violence and tools to analyze conflict in order to design appropriate interventions within international, national and local contexts. In addition, emphasis will be placed on basic skills required for non-adversarial conflict resolution through simulated facilitation and mediation role plays.

PCS 165 - HUM Peace, War, and Nonviolence
4.00 credits. **(Humanities Core Course)** This survey introduces key concepts and issues in the study of peace and war. The course explores substantive meanings of peace and war, the reasons for war, and the attempts to build both negative and positive peace. The course grants sustained attention to the pacifist tradition and historical tactics of nonviolent resistance.

PCS 260 - HUM Peacebuilding Themes and Trends
4.00 credits. **(Humanities Core Course)** This is a survey course that explores the basics of peacebuilding on a continuum from interpersonal to global. Peacebuilding's best practices, derived from local and global case studies, will provide the real world learning laboratory.

PCS 262 - Restorative Practices
4.00 credits. This course will build on the core value and worth of each human while exploring human and community security in light of restorative practices. Key lines of inquiry will mirror those often posed in the field of restorative justice--for example, Who was harmed? What will make things right? And who is responsible for acting? Using outside speakers, multimedia, and case studies, the course will identify best practices in restoring relationships.

PCS 265 - HUM Nonviolence in America
4.00 credits. **(Humanities Core Course)** This course examines the history of nonviolent thought and action in the United States, beginning with the Anabaptists and Quakers and ending with the War on Terror and the Occupy Movement. Special emphasis will be given to expressions of nonviolence in religious traditions.

PCS 331 - Peace and War in a Global World (INT 331, HI 331)
4.00 credits. Students will learn essentials about the history of war and peacemaking since 1500, as well as key concepts such as the military revolution, just war, non-violence, the liberal or democratic peace, the Kantian triad, and the Confucian and Westphalia international relations systems.

PCS 465 - Directed Research Project in Peace and Conflict Studies
4.00 credits. This course is a capstone seminar designed to integrate previous course work and produce a major research project. **Prerequisite(s):* All other requirements for the Peace and Conflict Studies minor. **Corequisite(s):* **Signature Learning Experience: Capstone Experience.**

PCS 470-474 - Internship in Peace and Conflict Studies
Variable (1.00 to 4.00) credit(s). Students work in a nonprofit institution or research organization with PCS-based interests in return for academic hours of credit. Internships are primarily unpaid experiences, but some organizations may offer a stipend or other form of payment. One full day per week of work (8 hours) for a 15-week semester is required for every 3 credits granted (or 40 hours of internship work per 1 academic credit), and the additional course requirements (see below) will be decreased or increased as deemed appropriate by the internship advisor. **Signature Learning Experience: Internship.** Register by Instructor. This course is repeatable for credit.

Pre-Law Advising Program

The Pre-Law Advising Program is designed to provide each student, regardless of their major, with the information necessary to enable him or her to make an informed choice about the pursuit of a law degree or law-related career. This information is provided through both academic and practical experiences. The Pre-Law Director works with the pre-law student and the student's major advisor to ensure that a reasonable and sound course of study will enable the student to develop the skills necessary for law school or law-related career. The Pre-Law Director advises the student on how to best prepare for the Law School Admissions Test (LSAT) and works with the student in the preparation and submission of his or her law school application materials. In addition, the Pre-Law Director aids each student in selecting a suitable law school while taking into account considerations such as financial aid and career goals.

In order to take best advantage of the opportunities provided by the Pre-Law Advising Program, students interested in pursuing a law degree or law-related career should register for the Pre-Law Advising Program through either the Center for Student Success or the Pre-Law Director as soon as possible (preferably early in their first year).

The Pre-Law Director also advises the Pre-Law Club and works with the College's mock trial team. The Pre-Law Club sponsors on-campus speakers and off-campus field trips designed to provide useful information to pre-law students. The College's mock trial team participates in regional and national mock trial tournaments and provides students with an excellent opportunity to experience firsthand the litigation process.

For further information, contact the Pre-Law Program Director, Dr. Matthew Telleen, Department of Communications.

SAS Joint Certificate in Data Analytics

The SAS Joint Certificate in Data Analytics is available to degree-seeking students enrolled in the Data Analytics minor. Students must complete all of the graduation requirements to receive the certification. Students must take the following courses to obtain the SAS Joint Certificate in Data Analytics.

The SAS Joint Certificate in Data Science requires:

- MA 252 - Statistical Methods in Research
- DAT 300 - Big Data and Statistical Analysis
- DAT 315 - Machine Learning
- DAT 400 - Data Analytics Capstone
- One 0-credit MOOC

Social Studies (B.S.)

Student Learning Outcomes for Social Studies certification:

Students will be able to:

- Plan, design, and implement research-based instructional and assessment practices appropriate for students between seventh and twelve grades.
- Develop and apply instructional methodologies, including the use of technology, appropriate for students between seventh and twelve grades.
- Demonstrate content knowledge in the disciplines of social studies - history, economics, geography, civics and government, sociology, anthropology, and psychology.
- Critically apply content knowledge and skills germane to the disciplines of social studies to facilitate student learning appropriate for students between seventh and twelve grades.
- Create, organize, and maintain an effective and safe classroom environment conducive to the learning and development of students between seventh and twelve grades.
- Design and implement successful interventions responsive to the needs of students between seventh and twelve grades.
- Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher.
- Demonstrate an ongoing commitment to continued professional development and service.

Students pursuing a **Social Studies certification** acquire a mastery of the various subject fields that are part of a secondary social studies curriculum. In addition, the program provides training in the techniques of teaching, along with actual teaching experience in a social studies classroom. Upon successful completion of the program, students are certified to teach social studies in secondary schools in Pennsylvania and, by reciprocal agreement, in several other states.

For further information, contact the Social Studies Major Advisor, Dr. Rachel Finley-Bowman, Department of Education.

PLEASE NOTE: A complete list of the foundational requirements (including a list of approved English Literature courses) can be found in the EDUCATION MANUAL.

FOUNDATIONAL REQUIREMENTS:

Annually updated state required TB test, and criminal, child abuse and FBI record clearances

FY___ SO___ JR___ SR___

Grade C or better in ED 105___ Grade C or better in ED 151___

PROVISIONAL ACCEPTANCE needed for 200-level ED courses:

Cumulative GPA at 27 credits, >= 2.80___

Submit Digication e-portfolio___

FORMAL ACCEPTANCE needed for 300-Level ED courses:

Cumulative GPA at 54 credits, >= 3.00___

Passing scores on Basic Skills Assessment___

Submit Digication e-portfolio___

Two Math: MA___ and MA___

Two English: EN 100 or EN 150 ___ and EN Literature___

Requirements for Social Studies certification include:

- HI 101 - HUM United States History to 1877
- HI 102 - HUM United States History Since 1877
- HI 224 - Pennsylvania History and Government for Social Studies Educators (ED 224)

- HI 114 - WCH Western Civilization I or
- HI 115 - WCH Western Civilization II

- PS 111 - SSC American National Government
- PS 150 - NCH Introduction to Comparative Politics
- PS 245 - NCH International Relations
- EC 101 - SSC Principles of Macroeconomics
- AN 111 - NCH Understanding Human Cultures
- SO 101 - SSC Discovering Society
- PSY 105 - SSC Introduction to Psychology
- ED 226 - World Geography for Social Studies Educators
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)

One of the following elective options:

- One European History course
- One Non-European/Non-U.S. History course
- One Sociology course
- One Anthropology course

Education Courses:

- ED 105 - Foundations of Teaching and Learning
- ED 151 - Early Adolescent/Adolescent Development
- ED 161 - Integrated Technology I
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- ED 305 - Methods of Secondary Education
- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- Two English courses for Education certification, one literature and one writing (EN 100 or EN 150)
- Two Math courses for Education certification

Suggested Four Year Planner:

First Year Suggested Courses:

- FYS 100 - First-Year Seminar

- EN 100 - PLE Writing and Language **Or**
- EN 150 - PLE Advanced Writing and Language

- ED 105 - Foundations of Teaching and Learning
- ED 150 - Early Childhood Development
- ED 151 - Early Adolescent/Adolescent Development
- MA 205 - Mathematics for the Elementary Teacher
- HI 101 - HUM United States History to 1877
- HI 102 - HUM United States History Since 1877

Second Year Suggested Courses:

- ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)
- ED 226 - World Geography for Social Studies Educators
- SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)
- SED 222 - Foundations of Inclusive Education (MSE 522)
- MA 251 - MA Probability and Statistics
- PS 111 - SSC American National Government
- PS 150 - NCH Introduction to Comparative Politics
- English Literature (Creative Expression Core and Guided-Writing and Research) course (4 credits)

Third Year Suggested Courses:

- ED 305 - Methods of Secondary Education
- AN 111 - NCH Understanding Human Cultures
- EC 101 - SSC Principles of Macroeconomics

- HI 114 - WCH Western Civilization I **Or**
- HI 115 - WCH Western Civilization II
- PS 245 - NCH International Relations
- SO 101 - SSC Discovering Society
- Natural and Physical Science Core course (4 credits)
- Power of Language: Other Core course (4 credits)

Fourth Year Suggested Courses:

- ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom
- ED 470 - Professional Internship
- ED 497 - Senior Seminar for Secondary Education
- PSY 105 - SSC Introduction to Psychology
- Natural and Physical Science Core course (4 credits)
- Social Science Elective course (4 credits)

Notes:

Students must be scheduled for ED 105 in the fall and ED 151 in the spring, before the end of their first year. Completing both before the sophomore year is critical.

All Education majors must complete two English courses (one writing and one literature) and two Math courses (MA prefix) by the end of their sophomore year.

Students pursuing a major in Social Studies Education may double major in History. Students electing to double-major may take up to 20 credits in up to two semesters (fall or spring) at Elizabethtown College without paying a credit overload fee.

Women and Gender Studies Minor

Women and Gender Studies (WGS) uses the concepts of gender, race/ethnicity, and class to analyze all dimensions of human experience. WGS is an interdisciplinary minor that complements any major and is excellent preparation for today's diverse workplace. Recent Elizabethtown graduates minoring in the program have gone on to careers in occupational therapy, banking, and science or have pursued advanced degrees.

Students in WGS classes consider questions such as the following: How do women and men differ, and how do we explain the differences (nature, nurture, or both)? Why was winning the vote so important for women, African Americans, and Native Americans, and has everyone in the United States achieved equal rights and opportunities today? Who earns more, men or women, and why? Are Barbie, Superman, Cinderella, and the Incredible Hulk good role models for small girls and boys?

The WGS minor requires a minimum of 20 credit hours, comprised of five courses: WGS 105, WGS 315, and three elective courses from the Humanities and Social Sciences lists. No more than two courses may be taken from the same list. Students may double-count a research project in their major for WGS 462/WGS 464, if that project deals with gender or multicultural issues and if they obtain permission from their major department and the WGS Director. Note that several WGS courses also satisfy Core requirements, and other courses may fulfill requirements for a student's major.

Student Learning Outcomes

Students will be able to:

- Discuss the history, evolution, theoretical bases, and methods of inquiry of this interdisciplinary field;
- Discuss the statuses of women within and across various societies, and current and historical struggles to achieve social justice through individual and collective action;
- Explain the impact of perspectives on gender from various disciplines;
- Critically analyze the inequities, root causes, and reinforcing structures of categories of difference, which include, but are not limited to, gender and its intersections with class, race and ethnicity, sexuality, and religion;
- Critically reflect on their own identity, the social forces that impact it, and the ways that it informs their own worldview

For further information, contact the Women and Gender Studies Program Director, Dr. Susan Mapp, Department of Social Work.

Required courses:

- WGS 105 - SSC Sex and Gender in Society
- WGS 315 - Feminist and Gender Theory

Elective courses:

Three courses – at least one and not more than two – from each category: Humanities and Social Sciences.

Humanities electives:

- COM 252 - HUM Multi-Cultural Communications
- EN 251 - HUM Multicultural Literature
- EN 317 - Narrative (Women Writers)
- REL 323 - Women, Gender, and the Hebrew Bible

- WGS 462 - Directed Research Project or
- WGS 464 - Directed Research Project

Social Science electives:

- PS 365 - Women and Politics
- HPS 300 - HNR Gender and the Law (HWG 300)
- PSY 230 - Psychology of Women and Gender
- SO 204 - SSC Population and Global Issues
- SO 305 - Marriage and Family (WGS 305)
- SW 360 - International Social Development
- SW 339 - Human Sexuality
- SW 355 - Women in Society
- HWG 300 - HNR Gender and the Law (HPS 300)
- WGS 305 - Marriage and Family (SO 305)

- WGS 462 - Directed Research Project or
- WGS 464 - Directed Research Project

Honors Women and Gender Studies Courses

HWG 300 - HNR Gender and the Law (HPS 300)
4.00 credits. This interdisciplinary Honors course will examine issues of gender in the context of American statutory and constitutional law. Due to its interdisciplinary nature, course material will draw from the disciplines of history, law, political science, psychology, and sociology to better understand how law affects gendered groups in the United States. We will address such topics as sexual discrimination, sexual harassment, reproductive rights, same-sex marriage, and other issues. Honors students only.

Women and Gender Studies Courses

WGS 105 - SSC Sex and Gender in Society
4.00 credits. **(Social Sciences Core Course)** Serving as an introduction to the fields of gender and women's studies, this course is designed to help students understand the social construction of gender and its influence on women's and men's lives. The course addresses historical perspectives about women and gender, the structure of public and private institutions, and contemporary issues such as discrimination and harassment, health, and violence. Feminist theory and feminist research methods as well as broader social science methods of inquiry will be addressed. Offered every semester.

WGS 305 - Marriage and Family (SO 305)
4.00 credits. A study of cross-cultural marriage and family patterns and the comparison of these frameworks to premarital, marital, postmarital and nonmarital aspects of family life in our society.

WGS 315 - Feminist and Gender Theory
4.00 credits. An interdisciplinary study of theory and research methods, this course continues students' investigation of fundamental concepts (e.g., sex, gender, race/ethnicity and class). It also covers the political positions that have defined the American women's movement, such as individual rights; the appropriations and revisions of major theories by feminist thinkers (e.g. Marxism, psychoanalysis); and the grounding of theories in experiences unique to women, such as motherhood. **Prerequisite(s):* WGS 105 and junior or senior standing. Register by Instructor. Offered alternate years.

WGS 330 - Psychology of Diversity (PSY 330)
4.00 credits. This course will center on understanding social difference and social inequality, and will examine the cognitive and emotional underpinnings of stereotyping, prejudice, discrimination, and identity. We will consider how conscious and unconscious bias influence people's judgments and affinities, and will also closely examine the development of meaningful group identities (e.g., race, ethnicity, gender, sexual orientation). Learning will take place though in-class lectures, activities, and discussion, class readings, and engagement with a community-based placement. **Prerequisite(s):* PSY 105 and junior status or permission of instructor. *Signature Learning Experience: Community-Based Learning.*

WGS 462 - Directed Research Project
2.00 credits. This required capstone course allows students to design a project integrating previous course work and their own interests in the interdisciplinary field of Women and Gender Studies. Each student produces a major research paper or equivalent project (such as an internship) and is encouraged to present the results publicly.

Students take either the two-credit or four-credit version of this course. **Prerequisite(s):* WGS 105, WGS 315, and two WGS elective courses from different Departments. See the Director of Women and Gender Studies for more information. Register by Instructor. Offered every semester. This course is repeatable for credit.

WGS 464 - Directed Research Project
4.00 credits. This required capstone course allows students to design a project integrating previous course work and their own interests in the interdisciplinary field of Women and Gender Studies. Each student produces a major research paper or equivalent project (such as an internship) and is encouraged to present the results publicly. Students take either the two-credit or four-credit version of this course. **Prerequisite(s):* WGS 105, WGS 315, and two WGS elective courses from different Departments. See the Director of Women and Gender Studies for more information. Register by Instructor. Offered every semester. This course is repeatable for credit.

Joint Degree Programs

In Joint Degree Programs, students study at Elizabethtown College and at affiliated academic institutions or clinical facilities in the United States. The College also offers a number of majors in which work at affiliated clinical facilities constitutes an important part of the student's education. In music therapy, occupational therapy, social work, and clinical laboratory sciences, students combine work at the College with first-hand experience in hospitals, clinics, and social work and therapy programs. For detailed descriptions, see the appropriate Department for more information. The following programs are offered in conjunction with these academic institutions:

Drexel University College of Medicine

Master of Science in Molecular Medicine/B.S. in Biotechnology 4+1 Program with Drexel University College of Medicine

Drexel University Thomas R. Kline School of Law

Law Early Admission Program (LEAP) with Drexel University Thomas R. Kline School of Law

Lake Erie College of Osteopathic Medicine

Doctor of Dental Medicine/Baccalaureate 4+4 Program with Lake Erie College of Osteopathic Medicine

Doctor of Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine

Doctor of Pharmaceutical/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine

Penn State University College of Medicine

Physician Assistant Program with Penn State University College of Medicine

Pennsylvania College of Optometry at Salus University

Doctor of Optometry/B.S. 3+4 Program with Pennsylvania College of Optometry at Salus University

Pennsylvania State University College of Medicine

Premedical Primary Care Program with Pennsylvania State University College of Medicine

Philadelphia College of Osteopathic Medicine

Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Biology)

Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Chemistry/Biochemistry)

Thomas Jefferson University

Doctor of Physical Therapy/B.S. 3+3 Program with Thomas Jefferson University

West Virginia University School of Dentistry

Doctor of Dental Surgery/Baccalaureate 4+4 Program with West Virginia University School of Dentistry

Widener University

Doctor of Physical Therapy/B.S. 3+3 Program with Widener University

Law Early Admission Program (LEAP) with Widener University School of Law

Doctor of Dental Medicine/Baccalaureate 4+4 Program with Lake Erie College of Osteopathic Medicine

Elizabethtown College has an agreement for preferred admission to **Lake Erie College of Osteopathic Medicine's** (LECOM) following four years at Elizabethtown College. If admitted to LECOM, students must have a GPA of at least 3.2 in science courses and an overall GPA of at least 3.4 by the end of his or her junior year of college. A grade of C or higher must be earned in the courses listed below denoted by an asterisk (*). Before beginning courses at LECOM, students must have earned a baccalaureate degree from Elizabethtown. For program information and admissions requirements, contact the Chair of HPAC.

Required courses to be taken at Elizabethtown College:

- * BIO 111 - Molecules, Cells, and Animal Systems
- * BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- * CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- * CH 113 - Organic Chemistry I
- * CH 213 - Organic Chemistry II
- * CH 242 - Physical Inorganic Chemistry
- * CH 323 - Biochemistry I

- * EN 100 - PLE Writing and Language or
- * EN 150 - PLE Advanced Writing and Language

- *Additional English elective

Strongly recommended courses to be taken at Elizabethtown College:

- BIO 211 - Genetics
- BIO 212 - Cell Biology
- BIO 235 - General Microbiology
- BIO 322 - Immunology
- BIO 322L - Immunology Laboratory
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- BIO 341 - Comparative Mammalian Anatomy

- PHY 101 - General Physics I

Doctor of Dental Surgery/Baccalaureate 4+4 Program with West Virginia University School of Dentistry

Elizabethtown College has an agreement for preferred admission to West Virginia University School of Dentistry Doctor of Dental Surgery (DDS) program following four years (4+4 program) at Elizabethtown College. In order to apply to the 4+4 program, by the end of the sophomore year the student must: 1) have an overall GPA of at least 3.6 in courses taken at the college; 2) have successfully completed a minimum of 30 semester hours of the courses listed below; 3) have taken at least one Chemistry and one Biology core course per semester during their freshman year; 4) be on track to complete the Physics and Mathematics core courses by the end of their sophomore year; 5) have at least 10 hours of documented observation in one or more general dental practices; and 6) successfully complete a personal interview at the WVU School of Dentistry. A student may major in any discipline, but before beginning courses at WVU, students must have earned a baccalaureate degree from Elizabethtown. For program information and additional admissions requirements, contact the Chair of HPAC.

Required undergraduate curriculum:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics
- BIO 235 - General Microbiology
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- BIO 341 - Comparative Mammalian Anatomy

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II
- CH 242 - Physical Inorganic Chemistry
- CH 323 - Biochemistry I

- PHY 101 - General Physics I and
- PHY 102 - General Physics II
  or
- PHY 201 - College Physics I and
- PHY 202 - College Physics II

- MA 121 - MA Calculus I
- MA 251 - MA Probability and Statistics

- EN 100 - PLE Writing and Language or
- EN 150 - PLE Advanced Writing and Language
- Additional English elective

- PSY 105 - SSC Introduction to Psychology
- Additional Psychology elective

Doctor of Optometry/B.S. 3+4 Program with Pennsylvania College of Optometry at Salus University

The agreement allows students to apply to the Pennsylvania College of Optometry Doctor of Optometry Program at Salus University at the end of their second year. To apply through the program, students must have at least a 3.0 overall GPA both at the time of application and during their third year. In preparation for the OAT exam after the second year and to be considered for the agreement,, students need to have completed their chemistry and physics requirements as well as a year of biology. A grade of C or higher must be earned in courses listed below denoted by an asterisk (*) for Salus University. If accepted, students will enter the program following their third year. After the completion of their first year at Salus, Elizabethtown College will accept transfer credits for classes at Salus for completion of the student's undergraduate degree. Students need to complete their Core requirements during their three years at Elizabethtown before beginning their courses at Salus. For program information and admissions requirements, contact the Chair of HPAC.

Major courses for first three years on campus:

- * BIO 111 - Molecules, Cells, and Animal Systems
- * BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics
- * BIO 235 - General Microbiology
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- Additional three or four credits of 200-level or higher biology electives

- * CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- * CH 113 - Organic Chemistry I
- * CH 213 - Organic Chemistry II
- * CH 242 - Physical Inorganic Chemistry
- * PHY 101 - General Physics I
- * PHY 102 - General Physics II
- * PSY 105 - SSC Introduction to Psychology

- MA 121 - MA Calculus I or
- * MA 251 - MA Probability and Statistics

- * EN 100 - PLE Writing and Language or
- * EN 150 - PLE Advanced Writing and Language

- *Additional English elective

If fourth year is completed at Elizabethtown College:

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology or
- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- Additional seven or eight credits of 200-level or higher Biology electives with at least two laboratories

Recommended courses to be taken at Elizabethtown College

- CH 323 - Biochemistry I
- BIO 341 - Comparative Mammalian Anatomy
- BIO 212 - Cell Biology
- PSY 125 - NPS Introduction to Neuroscience
- PSY 280 - Psychological Statistics
- PSY 285 - Psychological Research Methods

Doctor of Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine

Elizabethtown College has an agreement for preferred admission to Lake Erie College of Osteopathic Medicine (LECOM) following either three years (3+4 program) or four years (4+4 program) at Elizabethtown College. If admitted to LECOM, students in the 3+4 program are granted a baccalaureate degree from Elizabethtown College following completion of the first year of courses at LECOM with grades of C or higher. For the 3+4 program, the student must have a GPA of at least 3.2 in science courses and an overall GPA of at least 3.4 by the end of his or her sophomore year of college. For the 4+4 program, the student must have a GPA of at least 3.2 in science courses and an overall GPA of at least 3.4 by the end of his or her junior year of college. Students in both programs must complete the courses listed below. A grade of C or higher must be earned in courses listed below denoted by an asterisk (*) for LECOM. Students pursuing the 3+4 program need to complete their Core requirements during their three years at Elizabethtown before beginning their courses at LECOM. For program information and admissions requirements, contact the Chair of HPAC.

Major courses for first three years on campus:

- * BIO 111 - Molecules, Cells, and Animal Systems
- * BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- * BIO 211 - Genetics
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- Additional eight credits of 200-level or higher Biology electives with at least one laboratory

- * CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- * CH 113 - Organic Chemistry I
- * CH 213 - Organic Chemistry II
- * CH 242 - Physical Inorganic Chemistry
- * CH 323 - Biochemistry I
- * PHY 101 - General Physics I
- * PHY 102 - General Physics II
- * PSY 105 - SSC Introduction to Psychology
- * SO 101 - SSC Discovering Society

- * EN 100 - PLE Writing and Language or
- * EN 150 - PLE Advanced Writing and Language

- *Additional English elective

- MA 121 - MA Calculus I or
- MA 251 - MA Probability and Statistics

If fourth year is completed at Elizabethtown College:

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology or
- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- Additional seven or eight credits of 200-level or higher Biology electives with at least two laboratories

Doctor of Pharmaceutical/B.S. 3+4 or 4+4 Program with Lake Erie College of Osteopathic Medicine

Elizabethtown College has an agreement for preferred admission to **Lake Erie College of Osteopathic Medicine** (LECOM) following either three years (3+4 program) or four years (4+4 program) at Elizabethtown College. If admitted to LECOM, students in the 3+4 program are granted a baccalaureate degree from Elizabethtown College following completion of the first year of courses at LECOM with grades of C or higher. At Elizabethtown a grade of C or higher must be earned in courses listed below denoted by an asterisk (*). For the 3+4 program, the student must have a GPA of at least 3.2 in science courses and an overall GPA of at least 3.4 by the end of his or her sophomore year of college. For the 4+4 program, the student must have a GPA of at least 3.2 in science courses and an overall GPA of at least 3.4 by the end of his or her junior year of college. Students in both programs must complete the courses listed below. For program information and admissions requirements, contact the Chair of HPAC.

Major courses for first three years on campus:

- * BIO 111 - Molecules, Cells, and Animal Systems
- * BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- Additional eight 200-level or higher credits of Biology electives

- * CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- * CH 113 - Organic Chemistry I
- * CH 213 - Organic Chemistry II
- * CH 242 - Physical Inorganic Chemistry

- * PHY 101 - General Physics I or
- PHY 201 - College Physics I

- * PSY 105 - SSC Introduction to Psychology
- * SO 101 - SSC Discovering Society

- * EC 101 - SSC Principles of Macroeconomics or
- * EC 102 - SSC Principles of Microeconomics

- * EN 100 - PLE Writing and Language or
- * EN 150 - PLE Advanced Writing and Language

- *Additional English elective

- * MA 121 - MA Calculus I
- * MA 251 - MA Probability and Statistics
- *Additional 15 credits or more of General Education electives

If fourth year is completed at Elizabethtown College:

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology or
- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- Additional 7 or 8 credits of 200-level or higher Biology electives with at least one laboratory

Doctor of Physical Therapy/B.S. 3+3 Program with Thomas Jefferson University

The **Cooperative 3+3 Program with Thomas Jefferson University** leads to a Bachelor of Science degree from Elizabethtown College and a Doctor of Physical Therapy (DPT) degree from Thomas Jefferson University. In this program, students spend three years at Elizabethtown College fulfilling general education Core, the Pre-Physical Therapy curriculum, and the requirements of the Biology major. If accepted by the cooperating institution, students spend three more years at Thomas Jefferson University. Thomas Jefferson University's 3+3 DPT program accepts applications during the fall of the senior year of high school. After completing four years – three at Elizabethtown and one at Thomas Jefferson University – and acquiring at least 125 credits, the student is awarded a Bachelor of Science degree in Biology from Elizabethtown College. After the student fulfills the remainder of the professional upper division program of clinical experience, the cooperative institution awards the Doctor of Physical Therapy degree.

To maintain conditional acceptance to Thomas Jefferson University's Doctor of Physical Therapy, at Elizabethtown College the student must (1) earn a "B" (a "B-" will not be accepted) in all required pre-requisite course work (denoted by an asterisk (*)), (2) maintain a science GPA of 3.3, and (3) complete all required pre-requisite course work for Thomas Jefferson University at Elizabethtown College. Students need to complete their Core requirements during their three years at Elizabethtown before beginning their courses at Thomas Jefferson University. Students

accepted to this program should consult closely with the Chair of HPAC to ensure that courses being taken to fulfill other specific requirements of the two institutions are met.

Major courses for first three years on campus:

- * EN 100 - PLE Writing and Language or
- * EN 150 - PLE Advanced Writing and Language

- *Additional English elective

- * BIO 111 - Molecules, Cells, and Animal Systems
- * BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- * BIO 201 - Human Anatomy and Physiology I
- * BIO 202 - Human Anatomy and Physiology II
- BIO 211 - Genetics
- Additional three or four credits of 200-level or higher Biology electives

- * CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- * CH 113 - Organic Chemistry I

- * PHY 101 - General Physics I
- * PHY 102 - General Physics II

- * MA 121 - MA Calculus I or higher
- MA 251 - MA Probability and Statistics or higher

- * PSY 105 - SSC Introduction to Psychology

- * PSY 240 - Child and Adolescent Development or
- * PSY 245 - Adult Development and Aging or
- PSY 250 - Psychopathology

- AN 111 - NCH Understanding Human Cultures or any Sociology/Anthropology elective

If fourth year is completed at Elizabethtown College:

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology
  or
- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- Additional seven or eight credits of 200-level or higher Biology electives with at least two laboratories

Doctor of Physical Therapy/B.S. 3+3 Program with Widener University

The **Cooperative 3+3 Program with Widener University** leads to a Bachelor of Science degree from Elizabethtown College and a Doctor of Physical Therapy (DPT) degree from Widener University. In this program, students spend three years at Elizabethtown College fulfilling general education Core, the Pre-Physical Therapy curriculum, and the requirements of the Biology major. If accepted by the cooperating institution, students spend three more years at Widener University. Students may apply for acceptance into Widener University's 3+3 DPT program during the fall semester of their junior year as an undergraduate at Elizabethtown. To be eligible for the 3+3 progam, the student must have a cumulative GPA of at least 3.3 by the end of his or her fall of the junior year of college. After completing four years – three at Elizabethtown and one at Widener University – and acquiring at least 125 credits, the student is awarded a Bachelor of Science degree in Biology from Elizabethtown College. After the student fulfills the remainder of the professional upper division program of clinical experience, the cooperative institution awards the Doctor of Physical Therapy degree.

To meet eligibility requirements for admission to Widener University's Doctor of Physical Therapy, at Elizabethtown College the student must (1) earn a "B" (a "B-" will not be accepted) in all required pre-requisite course work (denoted by an asterisk (*)), (2) maintain an overall GPA of 3.3, and (3) complete all required pre-requisite course work for Widener University at Elizabethtown College. Students need to complete their Core requirements during their three years at Elizabethtown before beginning their courses at Widener University. Interested students should consult with the Chair of HPAC before organizing their first-year fall class schedule as this program has specific additional requirements.

Major courses for first three years on campus:

- * EN 100 - PLE Writing and Language or
- * EN 150 - PLE Advanced Writing and Language

- Additional 6 credits of Humanities electives

- * BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- * BIO 201 - Human Anatomy and Physiology I
- * BIO 202 - Human Anatomy and Physiology II
- BIO 211 - Genetics
- Additional 3 or 4 credits of 200-level or higher Biology elective

- * CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- * CH 113 - Organic Chemistry I

- * PHY 101 - General Physics I
- * PHY 102 - General Physics II

- * MA 251 - MA Probability and Statistics
- * PSY 105 - SSC Introduction to Psychology

- * PSY 240 - Child and Adolescent Development or
- * PSY 245 - Adult Development and Aging or
- * PSY 250 - Psychopathology

- *Additional 3 credits of Social Sciences

If fourth year is completed at Elizabethtown College:

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology
  or
- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- Additional seven or eight credits of 200-level or higher Biology electives with at least two laboratories

Law Early Admission Program (LEAP) with Drexel University Thomas R. Kline School of Law

Elizabethtown College maintains an articulation agreement with Drexel University Thomas R. Kline School of Law. Depending on a student's major and academic goals, this program may function as either a 3+3 or 4+3 B.A./B.S./J.D. program. Only high school students applying to Elizabethtown College will be admitted to the program with Drexel University. To be admitted to LEAP, students must:

1. Apply to Elizabethtown College and satisfactorily complete a mandatory LEAP admission essay by December 15 of the student's senior year in high school.

2. Achieve a minimum SAT score of 1200 (math + critical reading, with no individual section lower than 550), or a minimum ACT score of 27. Students may not waive their SAT or ACT scores when applying to LEAP.

3. Achieve a high school GPA of 3.5 or higher (or its equivalent)

4. Graduate in the top 10% of their high school class

5. Successfully complete a mandatory on-campus interview with members of the LEAP admission committee

Once admitted to LEAP, students must maintain good standing in the program by complying with all academic and character and fitness requirements established by Elizabethtown College.

LEAP students pursuing the 3+3 course of study may only apply to one law school at a time. Applications to participating law schools as part of the 3+3 program should be considered binding, early-decision applications.

To be admitted to Thomas R. Kline School of Law, LEAP students must:

1. Complete 96 or more undergraduate credits, including all major and core courses, before enrolling in law school courses.

2. Maintain Elizabethtown College residency for a minimum of three years (six semesters) before entering law school, and students must earn 30 of their last 60 undergraduate credits from Elizabethtown College.

3. Attain a minimum cumulative college GPA of 3.5 from Elizabethtown College, and a minimum cumulative GPA of 3.4 as calculated by the Law School Admission Council.

4. Take the Law School Admission Test (LSAT) no later than December of the student's junior year (for the 3+3 track), or December of the student's senior year (for the 4+3 track).

5. Score at least the median LSAT score for students who matriculate into Thomas R. Kline School of Law in the class immediately preceding the student's acceptance to LEAP.

6. Meet the character and fitness requirements of Thomas R. Kline School of Law.

7. Comply with all application, seat deposit, and other deadlines established by Thomas R. Kline School of Law. Students pursuing the 3+3 track must apply by December 1 of their third year at Elizabethtown College, and students pursuing the 4+3 track must apply by December 1 of their fourth year at Elizabethtown College.

Students pursing the 3+3 track will receive their B.A. or B.S. upon the successful completion of all first year courses at Thomas R. Kline School of Law.

For further information, contact the Pre-Law Program Director, Dr. Matthew Telleen, Department of Communications.

Law Early Admission Program (LEAP) with Duquesne University School of Law

Elizabethtown College maintains an articulation agreement with Duquesne University School of Law. Depending on the student's major and academic goals, this program may function as either a 3+3 or 4+3 BA/B.S/J.D. program. Only high school students applying to Elizabethtown College will be admitted ot the program with Duquesne University. To be admitted to LEAP, students must:

1. Apply to Elizabethtown College and satisfactorily complete a mandatory LEAP admission essay by March 15 of the student's senior year in high school.
2. Achieve a minimum SAT score of 1200 (mat + critical reading, with no individual section lower than 550), or a minimum ACT score of 27.
3. Achieve a high school GPA of 3.5 or higher (or its equivalent)
4. Graduate in the top 10% of their high school class
5. Successfully complete a mandatory admissions essay
6. Successfully complete a mandatory on-campus interview

Once admitted to LEAP, students must maintain good standing in the program by complying with all academic and character and fitness requirements established by Elizabethtown College.Students must maintain a GPA sufficient to reach at least 3.5 by the time of application to Duquesne University School of Law.

To be admitted to Duquesne University School of Law, LEAP students must:

1. Complete all major and core course requirements at Elizabethtown College, and attain senior status (96 or more credits) before enrolling in courses at Duquesne University School of Law.
2. Earn a cumulative undergraduate GPA of at least 3.5, as determined by the Law School Admission Council.
3. Meet the character and fitness requirements of Duquesne University School of Law.
4. Comply with all application, seat deposit, and other deadlines established by Duquesne University School of Law.

5. Earn a LSAT score at least in the 60th percentile on the present LSAT. It is assumed that the LEAP student will take the LSAT no later than December of his/her third year (for 3+3 students) or fourth year (4+3 students). However, by written request to Duquesne University School of Law, a student may defer taking the LSAT until the spring of his/her third or fourth year.
6. Complete a satisfactory in-person interview with the Dean of Admissions at Duquesne University School of Law. Students pursuing the 3+3 track must apply by March 1 of their third year at Elizabethtown College, and students pursuing the 4+3 track must apply by March 1 of their fourth year at Elizabethtown College.

At their sole discretion, Duquesne University School of Law may admit students who do not meet all of the above requirements.

Students pursuing the 3+3 track will receive their B.A. or B.S. upon the completion of their first year courses at Duquesne University School of Law.

For further information, contact the Pre-Law Program Director, Dr. Matthew Telleen, Department of Communications.

Law Early Admission Program (LEAP) with Widener University School of Law

Elizabethtown College maintains an articulation agreement with Widener University School of Law. Depending on a student's major and academic goals, this program may function as either a 3+3 or 4+3 B.A./B.S./J.D. program. Only high school students applying to Elizabethtown College will be admitted to the program with Widener University. To be admitted to LEAP, students must:

1. Apply to Elizabethtown College and satisfactorily complete a mandatory LEAP admission essay by December 15 of the student's senior year in high school.

2. Achieve a minimum SAT score of 1200 (math + critical reading, with no individual section lower than 550), or a minimum ACT score of 27. Students may not waive their SAT or ACT scores when applying to LEAP.

3. Achieve a high school GPA of 3.5 or higher (or its equivalent)

4. Graduate in the top 10% of their high school class

5. Successfully complete a mandatory on-campus interview with members of the LEAP admission committee

Once admitted to LEAP, students must maintain good standing in the program by complying with all academic and character and fitness requirements established by Elizabethtown College.

LEAP students pursuing the 3+3 course of study may only apply to one law school at a time. Applications to participating law schools as part of the 3+3 program should be considered binding, early-decision applications.

To be admitted to Widener University School of Law, LEAP students must:

1. Complete 96 or more undergraduate credits, including all major and core courses, before enrolling in law school courses.

2. Maintain Elizabethtown College residency for a minimum of three years (six semesters) before entering law school, and students must earn 30 of their last 60 undergraduate credits from Elizabethtown College.

3. Earn a cumulative undergraduate GPA that ranks in the top 50th percentile of the class, as calculated by the Law School Admission Council's Credential Assembly Service.

4. Take the Law School Admission Test (LSAT) no later than December of the student's junior year (for the 3+3 track), or December of the student's senior year (for the 4+3 track).

5. Score at or above the 50th percentile on the LSAT.

6. Meet the character and fitness requirements of Widener University School of Law.

7. Comply with all application, seat deposit, and other deadlines established by Widener University School of Law. Students must apply no later than April 1 of the year in which they plan to attend Widener University School of Law.

Students pursuing the 3+3 track will receive their B.A. or B.S. upon the successful completion of all first year courses at Widener University School of Law.

For further information, contact the Pre-Law Program Director, Dr. Matthew Telleen, Department of Communications.

Master of Public Health Program with Penn State University College of Medicine

The **Early Assurance Program with Penn State University College of Medicine Master of Public Health Program** is an opportunity for Elizabethtown College students to gain guaranteed entry during their third undergraduate year into the Penn State College of Medicine's Master of Public Health Program.

The program was established to encourage undergraduate students to pursue careers as Public Health Professionals who focus on improvement of population health and reduce health disparities – across Pennsylvania, the nation, and the world – through excellence in education, research, and service. This program gives students the option for automatic matriculation to The Pennsylvania State University College of Medicine's Master of Public Health Program upon completing a Bachelor's degree in Biology, Chemistry, General Science, Psychology, or Social Work (other majors must be approved by the Penn State University's Public Health program), a cumulative grade point average of 3.5 or higher, and GRE Test scores as stipulated by The Pennsylvania State University College of Medicine.

For additional program information and admissions requirements, contact the Chair of HPAC.

Required courses at Elizabethtown College:

Students must earn at least a B in both courses.

- MA 251 - MA Probability and Statistics

One of the following:

- MA 252 - Statistical Methods in Research
- PS 230 - Research Methods
- PSY 280 - Psychological Statistics

- A comparable course that utilizes statistical software

Recommended core courses for all students:

Natural and Physical Sciences: at least one of the following:

- BIO 101 - NPS Biological Concepts
- BIO 103 - NPS Living with the Environment
- BIO 111 - Molecules, Cells, and Animal Systems

Social Sciences: one of the following:

- PS 111 - SSC American National Government
- PSY 105 - SSC Introduction to Psychology
- SO 101 - SSC Discovering Society
- SO 204 - SSC Population and Global Issues

Recommended electives for all students:

- PH 235 - HUM Bioethics
- PH 255B - Advanced Ethics: Medicine
- PH 275 - HUM Science and Values
- PH 355 - Public Policy Ethics
- OT 415 - Health, Wellness, and Healing: Application to Well-being

Recommended courses for students interested Epidemiology and Biostatistics:

At least one additional science course:

- BIO 102 - NPS Human Heredity and Inherited Diseases
- CH 101 - NPS General Chemistry: Practical Principles

Recommended electives for students interested in Health Services Organization and Policy:

At least one course:

- EC 101 - SSC Principles of Macroeconomics
- OT 415 - Health, Wellness, and Healing: Application to Well-being
- PS 111 - SSC American National Government
- PS 360 - Washington Institute (BA 360)
- SW 344 - Aging: Social Response and Implications

Recommended electives or core for students interested in Community and Behavioral Health:

At least two courses:

- PSY 105 - SSC Introduction to Psychology
- PSY 125 - NPS Introduction to Neuroscience
- PSY 250 - Psychopathology

- PSY 235 - Social Psychology
- PSY 230 - Psychology of Women and Gender
- SO 101 - SSC Discovering Society
- SO 204 - SSC Population and Global Issues
- SO 301 - Social Issues
- SW 233 - Human Behavior in the Social Environment
- SW 344 - Aging: Social Response and Implications
- SW 366 - Addiction and Society

Master of Science in Molecular Medicine/B.S. in Biotechnology 4+1 Program with Drexel University College of Medicine

Through an agreement with **Drexel University College of Medicine** (DUCOM), students can earn both the **Bachelor of Science (B.S.) in Biotechnology and Masters (M.S.) in Molecular Medicine** degrees in 5 years after graduation from high school. Students will spend their first four years at Elizabethtown College fulfilling the requirements for the Biotechnology major, core curriculum, and the essential prerequisites for entry into the Drexel graduate program. During the fourth year of the program, students remain at Elizabethtown and enroll in 9 credits per semester of online or webcasted graduate classes and seminars offered by Drexel University College of Medicine; these are listed as Elizabethtown courses. To maintain their full-time student status in the fourth year, students will conduct a minimum of 2-4 credits of independent research and/or finish any undergraduate requirements while taking the Drexel courses. A BS in Biotechnology from Elizabethtown College will be awarded after successful completion of the fourth year of the program assuming all other College requirements have been met. For the fifth year, students will matriculate at Drexel University and complete the requirements for the MS degree in Molecular Medicine. For program information and admissions requirements, contact Dr. Jodi Yorty.

Major courses for first three years on campus:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics
- BIO 212 - Cell Biology
- BIO 212L - Cell Biology Laboratory
- BIO 235 - General Microbiology
- BIO 310 - Molecular Biology
- BIO 310L - Molecular Biology Laboratory
- BIO 311 - Experimental Design in Cell Biology
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II
- PHY 101 - General Physics I

- MA 121 - MA Calculus I or
- MA 251 - MA Probability and Statistics

At least seven credits from:

- Upper-level Biology electives with the laboratory or
- CH 323 - Biochemistry I with or without the laboratory

Fourth year at Elizabethtown College:

- BIO 412 - Seminar in Biology
- BIO 491 - Research in Biology
- BIO 492 - Research in Biology
- BIO 527 - Immunology, Immunopathology and Infectious Diseases
- BIO 530 - Fundamentals in Molecular Medicine I
- BIO 531 - Fundamentals in Molecular Medicine II
- BIO 533 - Fundamentals of Molecular Medicine V - Research Discussion and Problem Solving I
- BIO 534 - Molecular Medicine Journal Club I
- BIO 540 - Viruses and Viral Infections
- BIO 541 - Bacteria and Bacterial Infections
- BIO 542 - Mycology, Fungal Infections, and Antibiotics
- BIO 543 - Parasites and Parasitic Infections

Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Biology)

Elizabethtown College has an agreement for preferred admission to Philadelphia College of Osteopathic Medicine (PCOM) following either three years (3+4 program) or four years (4+4 program) at Elizabethtown College. If admitted to PCOM, students in the 3+4 program are granted a baccalaureate degree from Elizabethtown College following completion of the first year of courses at PCOM with grades of C or higher. For the 3+4 program, the student must have a GPA of at least 3.2 in science courses and an overall GPA of at least 3.2 by the end of his or her sophomore year of college. For the 4+4 program, the student must have a GPA of at least 3.0 in science courses and an overall GPA of at least 3.0 by the end of his or her junior year of college. Students in both programs must complete the courses listed below and must pursue a major at Elizabethtown which leads to a Bachelor of Science degree in Biology, Biochemistry (3+4 and 4+4 options), or Chemistry (4+4 option only). For program information and admissions requirements, contact the Chair of HPAC.

Major courses for first three years on campus:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 211 - Genetics
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- Additional 7 or 8 credits of 200-level or higher Biology electives with at least one laboratory

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II
- CH 242 - Physical Inorganic Chemistry
- CH 323 - Biochemistry I

- PSY 105 - SSC Introduction to Psychology
- SO 101 - SSC Discovering Society

- PHY 101 - General Physics I and
- PHY 102 - General Physics II
  or
- PHY 201 - College Physics I and
- PHY 202 - College Physics II

- MA 121 - MA Calculus I or
- MA 251 - MA Probability and Statistics

- EN 100 - PLE Writing and Language or
- EN 150 - PLE Advanced Writing and Language

If fourth year is completed at Elizabethtown College:

- BIO 313 - General Ecology and
- BIO 313L - General Ecology Laboratory
  or
- BIO 317 - Aquatic Ecology or
- BIO 335 - Microbial Ecology and Diversity

- BIO 412 - Seminar in Biology
- Seven or eight credits of 200-level or higher Biology electives with at least two laboratories

Osteopathic Medicine/B.S. 3+4 or 4+4 Program with Philadelphia College of Osteopathic Medicine (Emphasis in Chemistry/Biochemistry)

Elizabethtown College has an agreement for preferred admission to Philadelphia College of Osteopathic Medicine (PCOM) following either three years (3+4 program) or four years (4+4 program) at Elizabethtown College. If admitted to PCOM, students in the 3+4 program are granted a baccalaureate degree from Elizabethtown College following completion of the first year of courses at PCOM with grades of C or higher. For the 3+4 program, the student must have a GPA of at least 3.1 in science courses and an overall GPA of at least 3.1 by the end of his or her sophomore year of college. For the 4+4 program, the student must have a GPA of at least 3.0 in science courses and an overall GPA of at least 3.0 by the end of his or her junior year of college. Students in both programs must pursue a major at Elizabethtown that leads to a Bachelor of Science degree in Biochemistry (3+4 and 4+4 options), Chemistry (4+4 option only), or Biology. Degree requirements for the 4+4 Chemistry and 4+4 Biochemistry Programs are found in the course catalog for those majors. In order to complete in the Biochemistry 3+4 accelerated program student are required to complete chemistry research during a summer session. Additional fees will apply. Required courses for the 3+4 Biochemistry Program are listed below. For program information and admissions requirements, contact the Chair of HPAC.

Major courses for first three years on campus:

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I

- CH 201 - Laboratory Methods in Chemistry
- CH 213 - Organic Chemistry II
- CH 214 - Chemical Instrumentation
- CH 242 - Physical Inorganic Chemistry
- CH 323 - Biochemistry I
- CH 324 - Biochemistry II
- CH 326 - Techniques of Biochemistry
- CH 343 - Physical Chemistry I
- CH 344 - Physical Chemistry II
- CH 361 - Chemistry Seminar I
- CH 362 - Chemistry Seminar II
- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- BIO 324 - General Physiology
- BIO 324L - General Physiology Laboratory
- MA 121 - MA Calculus I
- MA 122 - Calculus II
- PHY 201 - College Physics I

Four credits from among:

This requirement MUST be completed during the summer. Additional fees will apply.

- CH 491 - Research in Chemistry
- CH 492 - Research in Chemistry
- CH 496 - Independent Problems in Chemistry

Fourth year course requirements to be satisfied during first year at PCOM:

- CH 455 - Integrated Chemistry Laboratory I (DO140A, B, & C)
- CH 461 - Chemistry Seminar III (DO138A)
- CH 462 - Chemistry Seminar IV (DO144)
- Six credits of Biology and Biochemistry (emphasis on genetics) (DO121)

Physician Assistant Program with Penn State University College of Medicine

The Early Assurance Program with Penn State University College of Medicine Physician Assistant Program is an opportunity for Elizabethtown College students to gain provisional acceptance during their third undergraduate year into the Penn State College of Medicine, Physician Assistant's Program.

This program gives students the option for matriculation to The Pennsylvania State University College of Medicine's Physician Assistant Program upon completing a Bachelor's degree, having maintained competitive grade point average at Elizabethtown College with GRE Test scores, and a successful interview as stipulated by The Pennsylvania State University College of Medicine.

Students in this program may pursue any major but must complete the required courses listed below. The student must accumulate a minimum GPA of 3.5 in biology, chemistry, and physics courses and a minimum overall GPA of

3.5 by January of his or her junior year of college. Additional requirements exist. For program information and other admissions requirements, contact the Chair of HPAC.

Required courses at Elizabethtown College:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 235 - General Microbiology

- BIO 201 - Human Anatomy and Physiology I and
- BIO 202 - Human Anatomy and Physiology II
  or
- BIO 324 - General Physiology and
- BIO 324L - General Physiology Laboratory and
- BIO 341 - Comparative Mammalian Anatomy

- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- MA 251 - MA Probability and Statistics
- PSY 105 - SSC Introduction to Psychology
- Two semesters of English Composition (or two Guided Writing and Research courses)

Premedical Primary Care Program with Pennsylvania State University College of Medicine

Through an agreement with **The Pennsylvania State University College of Medicine**, select students may be admitted to **Penn State's Premedical Primary Care Program**, allowing them to pursue careers as primary care physicians. This program gives these students the option for automatic matriculation to The Pennsylvania State University College of Medicine upon completing the Bachelor of Science degree requirements. For acceptance criteria, contact the Health Professions Advisory Committee of Elizabethtown College.

Elizabethtown College is one of a select group of colleges that participates in **The Pennsylvania State University College of Medicine's Primary Care Pre-Admissions Program** at the Milton S. Hershey Medical Center. The program was established to encourage undergraduate students to pursue careers in internal medicine, family practice and pediatrics by providing students with mentoring, primary care and pre-clinical experience. Through an agreement with The Pennsylvania State University College of Medicine, select students may be admitted to Penn State's Premedical Primary Care Program, allowing them to pursue careers as primary care physicians. This program gives these students the option for automatic matriculation to The Pennsylvania State University College of Medicine upon completing a Bachelor's degree and maintaining competitive grade point average and Medical College Admissions Test scores as stipulated by The Pennsylvania State University College of Medicine.

Students in this program may pursue any major but must complete the required courses listed below. The student must accumulate a minimum GPA of 3.5 in biology, chemistry, and physics courses and a minimum overall GPA of 3.5 by the end of his or her junior year of college. Students must complete two Family Practice Practicum coordinated by the Health Professions Advisor Committee of Elizabethtown College and/or the Pennsylvania State University College of Medicine.

The Pennsylvania State University College of Medicine also offers the following: a) a Primary Scholars Program, in which students spend two weeks at Hershey participating in lectures, seminars and clinical experiences; b) a Primary Care Summer Academic Program for minority students and students from rural and medically underserved areas;

and c) a Primary Care Mentoring Program, through which students are assigned a mentor, a preceptor or faculty affiliate of The Pennsylvania State University College of Medicine, who is located in the same town or region as the student. To apply for acceptance into programs, students must meet criteria established by The Pennsylvania State University College of Medicine and apply through the Health Professions Advisory Committee of Elizabethtown College. For program information and admissions requirements, contact the Chair of HPAC.

Required courses at Elizabethtown College:

- BIO 111 - Molecules, Cells, and Animal Systems
- BIO 112 - Principles of Evolution, Ecology, and Diversity of Life
- CH 105 - NPS Fundamentals of Chemistry: Introduction to Molecular Science
- CH 113 - Organic Chemistry I
- CH 213 - Organic Chemistry II
- CH 323 - Biochemistry I
- MA 251 - MA Probability and Statistics
- PSY 105 - SSC Introduction to Psychology
- SO 101 - SSC Discovering Society

- CH 214 - Chemical Instrumentation or
- CH 242 - Physical Inorganic Chemistry

- PHY 101 - General Physics I and
- PHY 102 - General Physics II
  OR
- PHY 201 - College Physics I and
- PHY 202 - College Physics II

- MA 117 - Concepts of Calculus or
- MA 121 - MA Calculus I

Academic Policies

The Academic Program

Each student enrolled in a degree program is required to complete a major. In addition, students have the option of pursuing a second major and/or one or more minors outside their major discipline. Students also complete course work to fulfill the requirements of the Core Program, which provides a broad and liberal education.

Academic Advising

Advisors are assigned for majors, second majors, and minors. Non-degree students also are assigned advisors.

The First-Year Advising Program is designed to touch on all aspects of the first-year experience, assisting new students to better understand themselves, and to learn to use the College's resources to meet their educational needs and aspirations.

Upperclass advisors work closely with students during the registration period for course selection for the coming semester. For those upperclass students who have declared a major, advisors in the major department also provide assistance in regard to graduate or professional school and/or career planning.

See the Student Life section of this Catalog for more information about the First-Year Advising Program and upperclass student advising.

Student Responsibilities

Students are required to consult with their major advisor as to course selection, course sequences, graduation requirements, etc. Consultation with the second major or minor advisor is an expectation, but not a requirement. **It is the student's responsibility to ensure that all graduation requirements have been met and that other requirements, regulations and deadlines have been observed.**

Advising Sheets and Degree Audits

Advising sheets for academic majors and minors list the requirements for each program and can be used by students to track their progress.

In addition, electronic degree audits are available 24/7 to students and their academic advisors through the College Web system. The degree audit matches the student's course work against the requirements for a degree and notes which requirements are met and which still are required. The degree audit is not the same as the transcript. The degree audit is an advising tool and as such, is an unofficial document, whereas the transcript is the official record of course history and degree completion. Students are encouraged to review their degree audits and transcripts at the start/end of every semester. While the degree audit is usually accurate, at times the complicated nature of a program or the unique circumstances of a student's course completions may lead to inaccuracies. If there are inaccuracies, students are responsible for reporting these to the Office of Registration and Records. An error in the degree audit does not change the actual requirements for graduation; in particular, unfulfilled requirements are not waived because of degree audit errors. **The responsibility for understanding and meeting degree requirements rests with the student.**

Declaration and Change of Major/Minor

Declarations and changes of majors and minors are initiated by the student and facilitated by Academic Advising in the Center for Student Success. When a change of major or minor occurs, a student's advising record is transferred from one Academic Department to another.

Change of Personal Information

Any change of name, address, telephone number, or marital status must be reported to the Office of Registration and Records immediately either as a request through the College Web system or in written form. E-mailed and telephoned changes cannot be accepted. This information must be kept current so that there will be no delay in receipt of information from the College. Changes of name, gender, social security number, etc., require legal documentation.

Academic Load and Progress

Since the completion of at least 125 credits is required for a bachelor's degree, a student who plans to graduate in four years must satisfactorily complete an average of 16 credits in each of eight semesters. However, some students wisely elect to take a lighter academic load in order to do better work and choose to complete one or more summer courses or attend a partial fifth year. Some programs require a highly sequenced set of courses and any deviations from the sequence may delay program completion. Students should review the requirements for any intended major or minor programs to ensure full understanding of program expectations.

Credit

A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 15 hours of classroom instruction plus a minimum of two hours of out-of-class student work for approximately 15 weeks or the equivalent as determined by the faculty. Each of the following four requirements must be met for any equivalent learning experience activity:

1. Be directly related to the objectives of the course/program,

2. Be measurable for grading purposes,

3. Have the direct oversight or supervision of the faculty member teaching the course, and

4. In some form be the equivalent of an activity conducted in the classroom.

Full-time/Part-time Status

An undergraduate student taking 12 or more credits per semester at Elizabethtown College is considered a full-time student and pays full tuition and fees.

An undergraduate student taking fewer than 12 credits per semester is considered part time. Part-time students pay the regular semester credit rate plus applicable fees and receive a library card and full use of the library facilities.

National Collegiate Athletic Association (NCAA) regulations stipulate that a student must carry a minimum of 12 credits per semester to be eligible for intercollegiate athletic competition.

Overload Credits

Undergraduate students may carry up to 18 credits in a semester or 12 credits in a combination of course work during May term and the online summer term. A student who achieves a cumulative grade point average of 3.20 or above, or who has the approval of the Registrar, may carry up to 20 credits in a semester. An additional tuition fee is charged for credits in excess of 18 credits in a semester. A petition form for overload credit is available in the Office of Registration and Records or on the office's website.

Class Standing

The student's class standing is determined on the basis of the number of credits earned. After earning 30 credits, a student is considered a sophomore; with 60 credits, a junior; with 90 credits, a senior.

Transfer of Credits

Students can transfer courses from accredited institutions that are judged by the Registrar and the appropriate Department (in the case of courses for a major/minor) to be high quality, involve active delivery methods (ongoing exchange of ideas with an instructor), and are consistent with the mission and program goals of Elizabethtown College. No online courses that are independent study or correspondence can be transferred.

A current student who wishes to transfer credits to Elizabethtown College must obtain permission in advance from the Office of Registration and Records. The College transfers credits – but not grades or quality points – for course work taken through another regionally accredited institution for which a grade of C- or better is obtained. The College does not accept courses taken Pass/No Pass (or Satisfactory/Unsatisfactory) at other institutions. The College is not obligated to accept course work for which written permission was not obtained prior to enrollment in the course.

Students who have achieved junior status (60 credits) either through work at Elizabethtown College or a combination of work at the College and another institution are not permitted to transfer additional credits from two-year institutions to Elizabethtown College. Such students may transfer credits from four-year institutions, but only with the prior approval of a Registrar. Students must request that the registrar's office of the transferring institution send an official transcript to the Office of Registration and Records at Elizabethtown College. Facsimiled and student-delivered transcripts will not be accepted.

The records of transfer students from non-accredited and National/American Association Institutions are evaluated on an individual basis.

For more information regarding transcripts and course transfer, contact the Office of Registration and Records at (717) 361-1409 or visit the office's website.

Transcripts

Transcript requests must be sent to the Office of Registration and Records and should be received at least one week prior to the date needed. Federal law requires that all requests be made in writing by the student. Telephone requests and e-mail requests cannot be honored. Transcripts also cannot be requested by parents, friends, spouses or potential employers.

No transcripts of record are furnished to students whose account is not paid in full. There is no charge for transcripts.

Transcript request forms are available in the Office of Registration and Records or by printing a copy from the office's website. Letters are accepted instead of the form. The following information must be included in all requests: 1) name(s) and address(es) to whom the transcript should be sent, include specific names/ offices when possible; 2) dates of Elizabethtown College attendance; 3) student's full name, including maiden name if applicable; and 4) student's signature.

Students may print unofficial transcripts via the College web system. Unofficial transcripts might not be acceptable to other institutions or potential employers. Elizabethtown College does not send or accept facsimile copies of transcripts.

Registration

Students register for classes on those days designated on the College calendar. No registrations are accepted after the first week of a semester. Students register for the fall semester in April. Spring semester registration takes place in November. A student may register either as a degree or a non-degree student and as a full-time or part-time student. Regular students are degree candidates, and they must be in an approved major.

Many courses have prerequisites, and students are reminded of their responsibility for meeting all prerequisites and for taking courses in proper sequence.

To register for the next semester, a student must have met all financial obligations. Students who do not register during the registration period cannot be guaranteed space in the residence facilities or classes. Students must meet with their advisor prior to registration, and the advisor must remove the "advising hold" before students can register online through the College Web system.

Students are advised to review all Registration materials at the Registration and Records website - www.etown.edu/offices/registration-records.

Registration Holds

A student's registration may be delayed as a result of unpaid account balances, incomplete academic records, disciplinary sanctions, failure to meet with the advisor, failure to provide current off-campus address information, or incomplete health records. For full-time students, the Student Health Record must include a recent physical and evidence that all required immunizations are complete.

Schedule Changes

Students who have registered may make changes to their schedule via the College Web system on a space-available basis up until the fifth class day of the semester.

Adding Courses

Students may add courses to their schedule up until 4:30 p.m. on the fifth class day of the fall or spring semester via the College Web system.

Dropping Courses

Courses dropped from a student's schedule during the first four weeks of a semester do not appear on the student's academic record. Drop request forms are available in the Office of Registration and Records. The completed form must be signed by the academic advisor and returned to the Office of Registration and Records. A student is not dropped or withdrawn from a class simply by discontinuing attendance or by notifying the professor. **The completion of any registration change is the responsibility of the student, not the faculty member**. Seniors should keep in mind that dropping or withdrawing from a course could jeopardize their graduation clearance.

Withdrawal from Classes

Students withdraw from classes through the Office of Registration and Records. The course will not appear on the permanent record if the student withdraws (i.e., drops) on or before the end of the fourth week of the semester. From this time to the end of the 11th week, a withdrawal appears on the permanent record with a grade of W. **All withdrawals after the end of the 11th week of the semester receive a grade of WF** unless the withdrawal is from College and is for medical reasons, in which case a W is recorded for each course. A student may not withdraw from individual courses for medical reasons. **A grade of WF is calculated into the student's average as though it were an F.**

Repeating Courses

A few courses are repeatable for credit if so designated in the Catalog and provided that the content is not duplicated. Other courses may be eligible to be repeated in an attempt to improve the grade. Courses that are eligible to be repeated must be taken at Elizabethtown College and not at another institution as a transfer course. A course must be repeated in the same manner in which it was originally enrolled (i.e., a course normally cannot be repeated as a Directed Study unless it was originally registered as a Directed Study).

Students may repeat any course in which they earned an F or NP and may attempt failed courses as many times as needed until the course is passed. Under certain conditions, students may be able to repeat a course in which they earned a C- or a grade in the D range. To do so, the following conditions must be met:

> The course to be repeated must be in their major/minor or be a course that is a prerequisite to a Core Program requirement.
>
> The student must have the approval of their advisor and the major/minor Department Chair.
>
> The student must file a repeat registration form in the Office of Registration and Records.

Under federal financial aid (Title IV) guidelines, a previously passed course that meets these conditions may be repeated only one time. This includes courses in which a program requires a minimum grade in the course (i.e., students who have previously passed a course have one opportunity to repeat the course for a better grade). When repeating a course to earn a different grade, the original grade remains on the transcript but is removed from calculation of the grade point average, course credits are counted only once toward degree and program requirements, and only the last (i.e., most recent) grade earned for the course is counted in the grade point average.

Auditing Courses

Students in good academic standing (2.00 or better) may elect to audit courses provided they do not preempt regularly enrolled students and they have the permission of the professor teaching the course.

The requirements for the audit are determined by the professor. Upon completion of all such requirements, the audit is posted on the student's permanent record card. Audit courses carry neither academic credit nor grade.

Audit credits are included in the total credits to determine full-time status and overload charges. A fee is charged on a per-credit basis for part-time students who wish to audit courses. Auditors – both full-time and part-time – also must pay any additional fees for labs, studio supplies and other direct costs. Students may add a course for audit or change a course registration from audit to credit during the first week of class only. Change of course registration from credit to audit cannot be made after completion of the fourth week of the semester. Once a course has been audited, it may not be taken for credit. Likewise, a course that has been completed for credit may not be repeated and recorded as an audit course.

Class Absences

Class Attendance

Class attendance policy is determined individually by faculty members.

Each faculty member announces his or her attendance policy at the start of each semester. **A professor or the College may dismiss a student from a course for excessive absences.** Such a dismissal in the first through fourth weeks of the semester results in removal of the course from the student's record; **after the fourth week, a grade of WF is recorded for the course**. A student may appeal to the Academic Standing Committee for reinstatement to the course.

Students are responsible for knowing the attendance policy for each course and consulting with professors in the case of absences due to illness or other personal problems.

Long-Term Absences

A long-term absence from classes or from campus may result in mandatory withdrawal from the College. After 15 consecutive class days of absence from all classes, a student is considered to have withdrawn from the College. Students absent for verified medical reasons will be granted a Medical Withdrawal.

Withdrawal Policy

Withdrawal from College (Voluntary)

Students who withdraw from the College during a semester also withdraw from all of their classes for that semester. Full-time students withdraw from the College through the Center for Student Success; part-time students withdraw through the Office of Registration and Records. Students who withdraw during the semester are expected to leave the campus as of the effective date of their withdrawal.

For purposes of billing, room reservation, academic responsibility, etc., the effective date of withdrawal is the date on which the completed official notice is returned to the Center for Student Success or the Office of Registration and Records. A student who withdraws without notification receives no refunds and may incur the full room penalty. Failure to comply with the withdrawal procedures may result in loss of the privilege of readmission to the College and the right to the release of a transcript of credits earned. See the Institutional Refund Policy for information about pro-rated refunds.

For more information about the voluntary withdrawal process, contact Stephanie Rankin, Associate Dean of Students**.**

Medical Withdrawal (Voluntary)

A medical withdrawal for a physical health or mental health reason is defined as a withdrawal from the College for at least the remainder of the semester in which it is initiated. The withdrawal may extend through subsequent semesters depending on the nature and course of the health concerns. The transcript will indicate "W" for all current courses.

A medical withdrawal for physical or mental health reasons is requested voluntarily by the student or his/her parent or guardian and may be approved if, in the judgment of a licensed medical or mental health provider, it is determined to be in the best interest of the student. A **Medical Withdrawal Documentation Form** must be signed by the student and completed by the student's treatment provider. The Form must be submitted to the Director of Student Wellness who also speaks with the student, before the withdrawal can be authorized.

During a medical withdrawal, the College expects the student to participate in professional healthcare treatment with a licensed medical or mental health provider as the primary method of resolving or managing the health concerns which led to the medical withdrawal. Prior to being considered for readmission by the College, the student must have his/her treatment provider submit the **Medical Withdrawal Re-Entry Documentation Form** to the Director of Student Wellness. Consulting with the Director of Student Wellness is necessary as part of the readmission process following a medical withdrawal. See the **Re-Entry Requirements after a Medical Withdrawal** document for details on the re-entry process.

Students are also encouraged to:

1. Contact Residence Life at (717) 361-1197 as soon as possible for information about the procedures for moving out of the Residence Hall, and to inquire about the housing registration process. Housing is guaranteed for residential students upon re-entry within the two semesters following the medical withdrawal.
2. Contact Disability Services at (717) 361-1227 to discuss accommodations during the re-entry process. It may be necessary to provide documentation from your health care provider in order to support requests for accommodations.
3. Consult with Financial Aid and the Business Office regarding implications for individual financial aid and the Institutional Refund Policy.

For more information about a voluntary medical withdrawal, contact Dr. Bruce Lynch, Director of Student Wellness.

Involuntary Withdrawal

An Involuntary Withdrawal may be imposed by the Vice President of Student Life when a student exhibits behavior that has not been appropriately resolved through the Student Conduct process or is threatening to the safety and well-being of the college community.

Each situation will be reviewed on a case-by-case basis through an individualized assessment of the student's ability to safely participate in college programs. The Vice President of Student Life will consult with the Director of Student Wellness, Director of Campus Security, Associate Dean of Students/Director of Academic Advising, Associate Dean of Students/Director of Residence Life, Director of Student Rights & Responsibilities, the Director of Disability Services, and college legal counsel as necessary to fully consider available medical knowledge and the

observed, documented behavior which prompted the review in order to determine if a reasonable accommodation can be made or if a withdrawal is recommended.

If a withdrawal is recommended, the Vice President of Student Life will confer with the student and/or parent/guardian to explain the advantages of a voluntary withdrawal or voluntary medical withdrawal and the conditions for re-entry which may include a medical clearance from a licensed physician or psychologist. If the student declines to take a voluntary withdrawal or voluntary medical withdrawal, the Dean may impose an involuntary withdrawal. The Dean will explain the implications for the student including the conditions for re-entry which may include a medical clearance from a licensed physician or psychologist. During an Involuntary Withdrawal, the student is immediately administratively withdrawn from all classes and from college housing if applicable. The transcript will indicate "W" for all currently enrolled courses. The student may be eligible for a refund according to the Institutional Refund Policy**.**

In an emergency situation, the College will take immediate steps to protect the health, safety, and welfare of students, employees, and the campus community including the imposition of an Interim Separation by the Vice President of Student Life. The subsequent individual assessment may result in an Involuntary Withdrawal.

Appeal of an Involuntary Withdrawal

A decision to impose an Involuntary Withdrawal may be appealed by the student to the President within five (5) business days of the decision. Appeals should be in writing and include specific reasons for the appeal.
The President has five (5) business days to review the information presented and inform the student in writing of a final decision. The President may uphold the decision of the Vice President of Student Life, adjust the finding, refer the matter back to the Vice President of Student Life for additional consideration or reverse the decision and reinstate the student. The President's decision is final.

Students who believe they may have been discriminated against on the basis of a disability can follow the grievance procedure at www.etown.edu/offices/disability/Grievance_Procedure.aspx.

Leave of Absence

Students in good academic standing may take a leave of absence from the College for a period of time not to extend beyond the academic year in which the leave is taken. Leaves of absence must be approved by the Director of the Center for Student Success. In order to return to the College following a leave of absence, students must submit a readmit request to the Office of Registration and Records. For more information about the Leave of Absence process, contact Stephanie Rankin, Associate Dean of Students.

Readmission

Students who leave the College in good academic standing (minimum 2.00 cumulative grade point average) gain readmission by written request to the Office of Registration and Records. Students who leave the College in academic difficulty (below 2.00 cumulative grade point average) must petition the Academic Standing Committee for readmission. A student who is readmitted to the College after an absence of five successive years may petition to have previous grades of F removed from his/her cumulative grade point average. In order to be eligible to petition for this, students must have completed 16 consecutive credits at Elizabethtown and earned a grade of C or better in each class. If the petition is approved, the old F grades remain on the transcript but are removed from the student's overall grade point average. For further information, students should consult with the Office of Registration and Records.

For more information, please visit www.etown.edu/offices/registration-records/readmit.

Grades and Quality Points

Grades are reported as A, B, C, D, and F. Plus and minus distinctions are made. Designations of I, W, WF, P, NP, and AUD are used in appropriate situations.

Grade definitions are:

A	Distinguished
B	Above Average
C	Average
D	Poor
F	Failure
I	Work Incomplete
W	Withdrawal from Course
WF	Withdrawal Failing from Course
P	Pass
NP	No Pass (Failure)
AUD	Audit

Grades submitted to the Office of Registration and Records are considered official at the time submitted. Official grades can be changed only by successful appeal under the College's Grade Appeal Policy or by an instructor's petition to the Dean for Academic Affairs to correct a documented grading error.

Grade appeals and evidence of grading errors must be submitted within 30 days of the date on which the grade was formally issued from the Office of Registration and Records. Exceptions to the 30-day time limit require formal petition to and approval by the Academic Standing Committee.

Incomplete Grades

A grade of Incomplete (I) may be obtained by making a formal request to the professor of the course in question. The student and the professor must sign a written agreement that specifies the nature and the quantity of work to be completed and the projected date of completion. A grade of Incomplete is assigned for extenuating circumstances only. It is not simply given to allow additional time to complete required course work or to improve a course grade. In addition, a professor may use a grade of Incomplete in cases of suspected academic dishonesty.

All incomplete grades received in the fall semester must be removed by April 1. Those received in the spring semester or summer session must be removed by October 1. Failure to do so results in a grade of F.

Quality Points

A 4.00 quality point system is used. Quality points are assigned as follows:

Letter Grade	Quality Points per Semester Hour of Credit
A	4.00
A–	3.70
B+	3.30
B	3.00
B–	2.70
C+	2.30
C	2.00
C–	1.70
D+	1.30
D	1.00
D–	0.70
F, WF	0.00

Grade Point Average Calculation

The grade point average is dependent upon the credits attempted and the quality points earned. To determine the quality points earned for a semester, multiply the credits for each course by the quality points for the grade earned in the course, sum the results, and divide by the total credits attempted in the semester. Courses in which a grade F or WF is received are included in the calculation. Courses in which a grade of W or I is recorded are excluded, as are Pass/No Pass and Audit courses.

The cumulative grade point average and the grade point average in majors and minors are calculated in the same manner as the semester grade point average. All courses that could fulfill a requirement for the majors or minors – whether in excess or not – are used for the grade point average calculation.

Pass/No Pass Grading

The Pass/No Pass grading option is intended to encourage students to explore areas of study beyond those of their major or minor. Courses registered on Pass/No Pass basis earn credits (for grades of P) but are not included in the calculation of the grade point average. Students may select one course per semester to be graded in this manner under these conditions:

A student currently must have junior or senior standing (60 or more credits).

The student must have a cumulative average of 2.75 or higher.

The selected course may carry no more than four credits and must be a free elective. It may not satisfy a Core Program requirement **(no Core courses can be taken Pass/No Pass)** and may not be a course that could fulfill a requirement for the student's major or minor. However, if major/minor requirements are already met (i.e., completed, not in progress), then an additional course in the major/minor Department can be taken Pass/No Pass.

No more than four courses in total (excluding Physical Education activity courses) may be taken under this grading option.

All students may elect to take Physical Education courses Pass/No Pass. Pass/No Pass registration opens at the end of the second week of classes and must be completed by the end of the fourth week of the semester. Forms are available on JayWeb and in the Office of Registration and Records. Once a course is registered under the Pass/No Pass option, it may not be changed. Grades of D- or higher are recorded Pass; grades of F are recorded No Pass. Students should be aware that courses taken Pass/No Pass may not be transferrable to other institutions.

Early Warning System

Mid-term grade reports are not issued. However, an early warning system is used. Students carrying D or F grades in 100- or 200-level courses at the end of the fifth week of the semester are notified of their deficient performance. These students are encouraged to consult with their instructors and to make use of Learning Services' resources in order to improve their performance.

Final Examination Policy

All academic courses are expected to conclude with a final examination administered during the assigned time of the examination period. Within the last three meeting days for classes (not for any individual course) prior to final examinations, no unit tests or quizzes of any type may be administered. Due to the structure of courses involving laboratory examinations/practica, a laboratory examination/practicum can be given during these final three days prior to final examinations. In addition, major papers and projects can be assigned due dates that fall within the last three meeting days for classes, providing the due dates are specified in the syllabus.

The following may or may not have final examinations, depending upon the judgment of the instructor:

- laboratory sections
- advanced seminar in which an assigned paper or project is the major activity
- a performance class in which a recital or similar artistic performance is required
- an internship
- a practicum

Any faculty member seeking an exception to the final examination rule for an academic course shall first secure the approval of the department chair and then that of the Dean for Curriculum and Assessment.

Students, as well as faculty members, are expected to abide by the published examination schedule. However, students with three examinations in one day may request of a professor that one examination be rescheduled during examination period. There is no obligation on the part of the faculty member to reschedule the examination. All requests for rescheduling an examination must be made at least five class days before the start of the final

examination period. Students with four examinations in one day may request that one or two of the examinations be rescheduled, following the same procedure. When a scheduling conflict cannot be resolved between faculty member(s) and student, the student may take her or his case to the Dean for Curriculum and Assessment.

Academic Standing

Students in academic good standing maintain a minimum 2.00 cumulative grade point average.

Academic Probation

Academic probation means that a student is in danger of being dismissed from the College for academic reasons. Students who fall into the following categories are placed on academic probation and also may be required to sign an academic contract:

Semester Hours Attempted	**with**	**Cumulative Grade Point Average Below:**
1 - 18		1.70
19 - 34		1.90
35 or more		2.00

Students on academic probation or contract normally should limit their academic load to three courses – or a maximum of 13 or 14 credits – in any semester in which the probation exists. The summer maximum should be two courses or eight credits.

Academic Dismissal

At any time, the College – upon recommendation of the Academic Standing Committee – may dismiss a student who is experiencing academic difficulty and/or lack of progress toward degree completion. A student should be aware that all cases are decided individually and that poor academic performance may result in dismissal at the end of any semester, whether or not a student was previously on an academic contract. Further, violations of the conditions of an academic contract may result in dismissal at any time of the semester.

A student who is in academic difficulty (below 2.00 cumulative grade point average) may be requested by the Academic Standing Committee – in consultation with the student – to enroll in a special or particular set of courses and to become involved in testing, counseling, or other developmental activities. A student's satisfactory performance in such assignments may be interpreted by the Academic Standing Committee as satisfactory progress and may make it unnecessary to recommend dismissal.

Individual Program Adjustments

Academic Departments reserve the right to counsel any student out of a major or minor for academically related reasons. A student has the right to appeal such Department action to the Dean for Curriculum and Assessment, who will direct warranted appeals to the Academic Standing Committee.

Academic Honors

Dean's List

A full-time undergraduate student who earns a semester grade point average of 3.60 or better in 14 or more credit hours, of which at least 12 credits are letter-graded course work, is regarded by the College as having performed with distinction. The student is placed on the Dean's List of Honor Students for the semester.

Emergent Scholars Program

Awarded to those undergraduate students who demonstrate strong academic achievement at the end of three semesters of full-time study at Elizabethtown College. Such early academic achievement is indicative of habits of mind that embody the Elizabethtown Educational Philosophy and Learning Goals. Recognition at this point in a student's college career seeks to encourage deeper academic engagement on the path to achieving the promise of a transformative Elizabethtown College education.

Qualifying students are full-time students who have not previously attended another college or university for full-time study and have earned at least 42 credits in three consecutive semesters of study at Elizabethtown College or one of its affiliated programs (or, by petition, a non-affiliated program). Students must have attained at least a 3.75 cumulative grade point average at the end of their first three semesters. Students will be identified after their third semesters at Elizabethtown and recognized in a ceremony.

Graduation with Honors

At the time of graduation, an undergraduate student who has achieved a cumulative grade point average of 3.60 is graduated *cum laude*; of 3.75, *magna cum laude*; of 3.90, *summa cum laude*.

A transfer student is eligible for and receives these same honors if the student earns a minimum of 60 credits at Elizabethtown College and is recommended for honors by the major Department.

Honors in the Discipline

Honors in the Discipline is awarded at graduation to outstanding undergraduates majoring in the various disciplines. To receive this designation, the student must prepare a research or creative project, and the completed project must be judged outstanding by the faculty of the Department. An invitation from the major Department and a grade point average of at least 3.50 in the major are required for a student to begin an honors project.

Honors in the Discipline is noted in the graduation program and on the academic transcript. A student may receive recognition in more than one discipline. Departments may recognize more than one graduate in a year. Each Department determines the specific criteria used to judge its students' projects.

Scholar's Privilege

With the permission of the instructor, a full-time undergraduate student who appeared on the Dean's List of Honor Students for the preceding semester may attend any class at the College on a space-available basis as a scholar's privilege without registration or credit.

Departmental Student Privilege

With the permission of the instructor, a full-time or part-time junior or senior student may attend any class within the student's major or minor Department on a space-available basis without registration or credit.

Credit by Examination

There are three ways for regularly admitted students to receive academic credits and/or advanced placement by examination: 1) College Board's Advanced Placement Program (AP); 2) College-Level Examination Program (CLEP); and 3) successful achievement on an Elizabethtown College departmental examination (Challenge Testing).

College Board's Advanced Placement Examinations

With the approval of the Department concerned, the College grants advanced placement and credit to students who perform satisfactorily on a College Board AP Examination. A complete list of how AP exams transfer to Elizabethtown is available on the Office of Registration and Records' website in the transfer credit section.

CLEP Examinations

Students who have completed high school (or its equivalent) prior to taking the CLEP Examinations may be awarded Elizabethtown College credits, following recommendations of the American Council on Education (ACE) in place when the exam was taken **and with approval of the Registrar and the appropriate Academic Department**. All CLEP Examinations must be completed prior to achievement of sophomore status (30 or more recorded College credits). Up to 29 credits may be awarded for CLEP exams and none of the credits may duplicate College credits completed or enrolled in at the time of the examination. In order to fulfill Elizabethtown's Power of Language Core requirement, the CLEP English Composition exam must be taken with the essay.

Challenge Testing

Challenge Testing is a comprehensive term encompassing all tests prepared and/or administrated by Elizabethtown College faculty. The types of Challenge Tests are Tests for Academic Credit and Tests for Placement and/or Waiver.

Tests for Academic Credit are Challenge Examinations requested by a regularly admitted Elizabethtown College student in hopes of receiving credit for a particular course in the College Catalog. Requests for Challenge Examinations must be approved by the Chair of the Department in which the course is listed. Practicums, internships, research courses, and First-Year Seminar in the Core Program are excluded from Challenge Examinations.

Tests for Placement and/or Waiver are given for placement in a course sequence such as modern languages and mathematics. Credit is not awarded.

All Challenge Testing is graded on a Pass/No Pass basis. A grade of Pass indicates that the credit and/or advanced placement is to be awarded.

Challenge Tests given at the initiative of the College are administered without fee to the student. There is a per-test fee for Challenge Tests given at the request of the student. The fee is for the test itself and is charged regardless of the test results. In addition, 50 percent of the appropriate part-time tuition rate in effect at the time the test is administered is charged for academic credit awarded as a result of performance on Challenge Tests.

Placement Testing

Entering students are placed in mathematics, English writing, and modern language classes on the basis of criteria established by the relevant Academic Departments.

Students are required to complete MA 251 MA Probability and Statistics or MA 121 MA Calculus I. All incoming students are eligible for MA 251 and MA 121, but certain majors **require** MA 121. Please consult the Degree Planners for more information in this regard.

Placement in English writing courses is determined according to a combination of SAT critical reading and writing scores as well as performance in high school English courses. Most students are placed in EN 100 - PLE Writing and Language. Some students are placed in EN 150 - PLE Advanced Writing and Language, or PH 110 - PLE Logic and Critical Thinking. All satisfy the Power of Language – English requirement in the Core Program.

Students are placed into modern languages based on language background and placement test results. If you want to study Spanish, French, or German, you need to complete the ML Placement Exam for that language. You are not allowed to take the 111 level of a language if you have completed high school level 3 or higher, no matter what the placement exam results are. If you want to study Chinese, Japanese, or Latin, you MUST meet with your First Year Seminar adviser during summer orientation for instructions on how to proceed. Several ancient languages (i.e., Sanskrit, Biblical Hebrew, Classical Greek) are offered through other departments. For details, please consult with your First Year Seminar adviser during summer orientation.

Graduation

The Ceremony

Graduation from Elizabethtown College is celebrated once each year in May. The ceremony is typically held on the morning of the second or third Saturday in May, outdoors in The Dell, except in cases of severely inclement weather when the ceremony is held in Thompson Gymnasium. Students who complete all graduation requirements in the previous summer or fall or in the current spring semester are recognized at this ceremony. Undergraduate students majoring in Music Therapy who have completed all course work, except their professional internship in Music therapy may participate in the May graduation ceremony, but do not receive their diplomas until their internship is successfully completed.

Early Participation

Senior students who are not actually graduating may petition to indicate their desire to participate in Commencement and for verification of their status as a "member of the class."

Undergraduate students, to be eligible for early participant ("EP") status, students must have a 2.00 grade point average in both the major and overall at the time of the ceremony and have no more than eight credit hours of course work remaining, regardless of total number of credits completed. In addition, students are not eligible for Latin honors until all coursework has been completed. Students in an education program who have not yet completed their student teaching are not eligible for EP status. Honors are listed in the Commencement program only for those students who actually have graduated and those whose only remaining requirement is a non-credit climincal experience.

Graduate students, to be eligible for early participation status, must have a 3.00 grade point average at the time of the ceremony and must be enrolled in all remaining graduate level courses in the summer in which early participant

status is granted. The number of outstanding credits may not exceed 6 credits, regardless of total number of credits completed. Latin honors and the Dean's List are not awarded to Graduate Students.

Students approved as "early participants" take part in Commencement with their class, have their name listed in the official program, and are called to the platform for recognition as members of the graduating class. They are not graduates and do not receive a diploma until they have successfully completed all requirements. Early participation applications are due to the Office of Registration and Records by February 1st and must include what, when, and where the remaining requirements will be completed. Following approval, students have two years from when they participate in commencement to complete the requirements and earn their degree and cannot change their major(s) declaration during this time from what was approved for EP status. Students not completing their degree during this grace period or as specified on the EP application will need to follow the Catalog requirements in effect during the year they complete their degree (see "Other Requirements").

Credit Requirements

Undergraduate

To receive a Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music degree from Elizabethtown College, the student must earn a minimum of 125 credits. Some programs may require more than this minimum to complete all program requirements (See the program requirements for specific information).

No more than one bachelor's degree is ever awarded to an individual by Elizabethtown College; however, students may complete a second major, a minor, or teacher certification subsequent to graduation.

Graduate

To receive a Master's degree from Elizabethtown College, the student must earn a minimum of 30 credits (Undergraduate courses are not counted towards these credits). Some programs may require more than this minimum to complete all program requirements (See the program requirements for specific information).

Program Requirements

Undergraduate

Students are required to successfully complete all requirements of the major and the Core Program. The College does not guarantee graduation to any student who is unable to complete requirements of a specific program or academic major.

In addition to their major, students have the option of pursuing a second major and/or one or more minors. Second majors must include at least 16 credits not included in the first major. For each minor, the student must complete at least eight credits that are not used to fulfill the requirements of the major(s) or another minor.

Second majors and minors represent additional knowledge and interest in areas outside the first major. Therefore, second majors and minors must be selected in disciplines outside the first major, and additional minors must be selected in disciplines outside the first minor. Major and minor disciplines are determined by the predominant course prefix of the major/minor course requirements. For secondary education majors, the major subject area is considered to be the discipline of the major. Students seeking to double major in related disciplines (as defined by the

predominant course prefix) would appeal to department chair(s) of the major and then the Dean for Curriculum Assessment.

Grade Point Average

Undergraduate

To be eligible for graduation, a student must have a cumulative grade point average of at least 2.00, with a minimum average of 2.00 in a major (and a 2.00 in a minor, if the minor is to be recorded on the student's transcript). A student who transferred from another college to Elizabethtown College must have an average of at least 2.00 in courses pursued in residence at Elizabethtown. Any student whose primary major or overall GPA is below 2.00 will not be included on pre-graduation correspondence or lists.

Graduate

To be eligible for graduation, a student must have a cumulative grade point average of at least 3.00. Any student whose major or overall GPA is below 3.00 will not be included on pre-graduation correspondence or lists.

Residency Requirement

Undergraduate

To meet graduation requirements, the student must earn on-campus credits as follows: l) a minimum of 16 credits in the major, at least eight of which are at the upper level (normally 300 and 400 level) and 2) at least 30 of the last 60 credits. To recognize completion of a minor on the transcript, a student must have completed at least eight credits of the requirements on the Elizabethtown College campus and must have earned a bachelor's degree at Elizabethtown College.

Note: While a student is matriculated at Elizabethtown College, credits earned through the BCA Study Abroad program or another study-abroad program formally affiliated with Elizabethtown are considered on-campus credits for residency purposes.

Graduate

To meet graduation requirements, the student must complete the minimum residency requirement of 27 credit hours in the graduate program.

Other Requirements

Graduation requirements are governed by the College Catalog dated four years prior to graduation or, for major or minor requirements, by the College Catalog in effect at the time of graduation, if the student so chooses. For most students, this means they will follow the requirements of the Catalog in effect when they begin their studies at Elizabethtown College. Students who choose to change Catalog years for their major or minor to the one in effect at the time of graduation must inform their academic advisor and the Office of Registration and Records by the end of the fall semester of their senior year. Students may **not** use a **combination** of College Catalogs to complete a major or minor. Transfer students are subject to the requirements of the College Catalog in effect when they begin studies at Elizabethtown College or, for major requirements, the one in effect at the time of graduation.

Students may not normally use a College Catalog dated more than four years prior to graduation to determine requirements for a degree. The only exception to this is for students who have been continuously enrolled for more than four years.

Elizabethtown College will graduate only those students who meet the moral and financial obligations incurred in pursuit of their studies. The completion of the required number of credits does not in itself constitute eligibility for graduation. It is the responsibility of the candidate for a degree to make formal written application for the degree to the Office of Registration and Records by the stated deadline. Only students in good academic standing may apply for candidacy for degree conferral.

The Office of the President must be notified by any student who plans to graduate *in absentia*.

Graduate Program

Many components of the graduate program at Elizabethtown College are facilitated the same way as the undergraduate program. Course registration, graduation clearance, and credit transfer are processed by the Office of Registration and Records in the same manner as they are for the undergraduate program.

The following policies apply only to graduate students: 1) The minimum number of credits required to be full-time is six. Students may not take more than 16 credits without following the Petition for Overload procedure and being assessed and charged per overload credit; 2) All but three courses must be taken on-campus; 3) The maximum number of courses allowed for transfer is three; 4) Pass/No Pass does not apply unless the course is offered Pass/No Pass; 5) Latin honors and the Dean's List do not apply; and 6) Only courses graded F may be repeated.

A student must earn a minimum cumulative GPA of 3.00 to remain in good academic standing in Elizabethtown College graduate programs. Students who fail to maintain the minimum cumulative GPA at the end of any semester will be placed on academic probation. Students on academic probation will have one semester in which they are registered to return to good academic standing. Students who fail to meet the conditions of their academic probation can expect dismissal from the program. Students who are dismissed for academic reasons must be out for two full years before they are eligible to apply to the program for readmission.

Students who have withdrawn from the College must petition the graduate program department for readmission. To be eligible for readmission, applicants must be in good standing and the academic program must have the capacity to accept additional students. Additional conditions of readmission may be imposed by the specific graduate program for which the applicant seeks readmission.

It is up to the discretion of the student's major Department to determine if undergraduate and graduate courses may be taken concurrently. Graduate courses may count toward undergraduate programs; however, undergraduate courses may not count toward graduate programs. Undergraduate program courses taken by graduate students to complete credit deficiencies are free elective credits only and do not fulfill any major requirements. Graduate courses may not be met via Challenge Tests.

Academic Judicial System

Responsibility for judicial matters of an academic nature is assumed by the Academic Standing Committee. The Academic Standing Committee handles matters pertaining to academic dishonesty, grade appeals, academic probation, academic dismissal, readmission and deviations from the academic curriculum of the College.

Academic Due Process

At Elizabethtown College, academic due process is understood to include the following student rights:

With Regard to Grading:

To receive a specific explanation of the manner in which a course grade was determined.

To appeal a course grade if the student believes that a grade was influenced by matters other than academic performance, class attendance and punctuality in submitting assignments.

With Regard to Academic Dishonesty:

When penalized for academic dishonesty, to receive a written notification specifying the nature of the infraction and the recommended penalty.

To request a hearing before the Academic Standing Committee when found by a faculty member to be in violation of the standards of academic integrity and to receive a written statement from that board summarizing the findings of the board and its disposition of the matter.

To request a hearing before the Academic Standing Committee when recommended for academic dismissal due to cheating, plagiarism or other violations of the standards of academic integrity.

To inspect any information on file in the Office of the Senior Vice President for Academic Affairs (or its proxy) dealing with incidents of academic dishonesty attributed to that student.

Standards of Academic Integrity

Elizabethtown College assumes that students will act honorably. Students are expected to adhere to the Pledge of Integrity adopted by both the students and the faculty in 1995 and revised in 2014:

I pledge to respect all members of the Elizabethtown College community, and to act as a responsible member of the College community. I pledge to respect the free exchange of ideas both inside and outside the classroom. I pledge to represent as my work only that which is indeed my own, refraining from all forms of lying, plagiarizing, cheating, and academic dishonesty.

As members of the Elizabethtown College community, we hold each other responsible in the maintaining of these values.

Reflecting commitment to the pledge, new students are expected to sign a pledge stating, "I pledge to be honest and to uphold integrity."

Academic dishonesty – including cheating and plagiarism – constitutes a serious breach of academic integrity. Academic work is expected unequivocally to be the honest product of the student's own endeavor.

Cheating is defined as the giving or receiving of unauthorized information as part of an examination or other academic exercise. What constitutes "unauthorized information" may vary depending upon the type of examination or exercise involved, and the student must be careful to understand in advance what a particular instructor considers to be "unauthorized information." Faculty members are encouraged to make this definition clear to their students.

Plagiarism is defined as taking and using the writings or ideas of another without acknowledging the source. Plagiarism occurs most frequently in the preparation of a paper, but is found in other types of course assignments as well.

Other forms of academic dishonesty include (but are not limited to) fabrication, falsification, or invention of information when such information is not appropriate. To knowingly help or attempt to help another student to commit an act of academic dishonesty is considered to be an equivalent breach of academic integrity and is treated as such.

Cases of academic dishonesty are reviewed individually and according to the circumstances of the violation; however, students who violate the standards of academic integrity can normally expect a grade of F in the course and/or possible dismissal from the College.

Procedures for Dealing with Cases of Academic Dishonesty

Instances Involving Course Work. The following steps are to be followed when dealing with instances of academic dishonesty involving course work:

> **Initial Conference.** When an instructor discovers evidence of academic dishonesty, an informal conference is scheduled promptly with the student or students involved. If a face-to-face meeting is not possible, this conference can take place via e-mail. If an instructor is unable to schedule a conference before grades are due, a grade of Incomplete for the course may be assigned in the interim. If the student confirms his or her academic dishonesty in the initial conference, then the procedure continues with the written notification step that follows.
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> **Second Conference.** If, in the informal conference, the student denies academic dishonesty but the instructor is satisfied that there is evidence of academic dishonesty, a second conference is scheduled with the student involved. In cases involving more than one student, either individual or group conferences may be appropriate depending on the particular circumstances of the case. This conference should include the Department Chair or another faculty member in the Department in instances involving the Chair. The student also has the right to have a faculty member, another student, or a member of the Center for Student Success present as an observer. Due to the nature of this second conference, it should be scheduled as a face-to-face meeting.
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> **Written Notification.** If, following either the first or second conference, the initiating faculty member is satisfied that there is proof of academic dishonesty, the faculty member with the approval of the Department Chair or equivalent will give the accused student(s) written notification specifying the infraction and the recommended penalty. Copies of this notification are sent to the Department Chair (or equivalent) and the Dean for Curriculum and Assessment. Should the Department Chair (or equivalent) not be in agreement with the faculty member, both the faculty member and the Department Chair (or equivalent) will give written notification with rationale to the Dean for Curriculum and Assessment. The Dean for Curriculum and Assessment will review the matter and recommend action and will inform the student in writing of the recommended action.
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> **Reported Cases.** Cases of alleged academic dishonesty reported by a student or students or College staff and not resolved by the instructor and Department Chair (or equivalent) may also be referred to the Dean for Curriculum and Assessment. The Dean for Curriculum and Assessment will review the matter and recommend action and will inform the student(s) in writing of the recommended action.

Academic Standing Committee. The accused student(s) will have the alternative of (1) accepting the penalty recommended by the faculty member or the Dean for Curriculum and Honors [in the case of a difference between the faculty member and the Department Chair (or equivalent)], or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the Dean for Curriculum and Assessment within five business days of receipt of the notice of information. In no case may the Academic Standing Committee impose a penalty more severe than the one imposed by the faculty member, or the Dean for Curriculum and Assessment, as the case may be.

Dismissal. Beyond the penalty imposed for the individual course, the Dean for Curriculum and Assessment will review each case of academic dishonesty and exercise judgment as to whether a student found to be in violation of the standards of academic integrity should be recommended for dismissal from the College. If it is the Dean for Curriculum and Assessment's judgment that academic dismissal is appropriate, the Dean of Curriculum and Honors will notify in writing both the student and the Academic Standing Committee of his or her decision and the factors that influenced that decision.

In the event of dismissal, the student will have the option of (1) accepting the Dean for Curriculum and Honors's decision, or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the Dean for Curriculum and Assessment within five business days of receipt for the Dean of Curriculum and Assessment's decision. The Academic Standing Committee's decision is final.

Other Instances

All forms of dishonesty in academic matters are violations of the Standards of Academic Integrity and are the concern of the Academic Standing Committee. Inappropriate actions – for example, lying to College officials or forgery of an advisor's signature – are violations equivalent to cheating and plagiarism in course work. Such dishonesty will be dealt with following the general procedures set forth above. Cases are reviewed individually and according to the circumstances of the violation; possible penalties include suspension or dismissal from the College.

Grade Appeals

Grades are considered to be official at the time they are submitted by the faculty. Questions concerning grades must be called to the attention of the instructor immediately after the official grade report is received. **Formal grade appeals must be submitted within 30 working days of the date on which the grade was issued from the Office of Registration and Records.** An exception to the 30-day time limit requires formal petition to and approval of the Academic Standing Committee.

Procedures for Grade Appeals

If a student believes that a final grade has been influenced by matters **other than** academic performance, class attendance and punctuality in submitting assignments, then the following steps are to be followed.

Initial Conference. The student may request an informal conference with the instructor to discuss the matter. If the student and the faculty member reach consensus on a grade change, then the procedure continues with the written notification step that follows.

Second Conference. If the student is unsatisfied with the outcomes of the informal conference, then the student may submit a request in writing for a meeting on the matter to the Department Chair or another faculty member in the Department in instances involving the Chair. For the meeting, the student will prepare a written statement outlining

the basis for the appeal. The student also has the right to have a faculty member, another student, or a member of the Center for Student Success present as an observer. Due to the nature of this second conference, it should be scheduled as a face-to-face meeting. The decision regarding the course grade in question will be made by the faculty member in consultation with the Department Chair (or equivalent).

Written Notification. Following either the initial conference or the second conference, as appropriate, the faculty member will provide the student written notification of the decision. A copy of this notification is sent to the Department Chair (or equivalent) and the Dean for Curriculum and Assessment. Should the faculty member and the Department Chair (or equivalent) not be in agreement, both the faculty member and the Department Chair (or equivalent) will give written statements to the Dean for Curriculum and Assessment explaining the reasons for upholding or altering the grade. The Dean for Curriculum and Assessment will then review the matter and recommend action, and will inform the student in writing of the recommended action.

Academic Standing Committee. The student will have the alternative of (1) accepting the grade recommended by the faculty member or the Dean for Curriculum and Assessment [in the case of a difference between the faculty member and the Department Chair (or equivalent)], or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the Dean for Curriculum and Assessment within ten business days of receipt of the notice of information. In no case may the Academic Standing Committee impose a grade lower than the one originally accorded by the faculty member or the Dean for Curriculum and Assessment, as the case may be. The Academic Standing Committee's decision is final.

Petition of Exception to Academic Policy

Students have the right to appeal to the Academic Standing Committee if they believe they have a unique set of circumstances that warrants an exception of written policy established by Faculty for Elizabethtown College students. Petition forms may be found online or for pickup in the Office of Registration and Records.